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ABSTRACT

Even Start was created by federal legislation to address poverty and illiteracy among low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Migrant Education Even Start (MEES) projects resemble other Even Start projects but are affected by the special circumstances and needs of migrant families; 26 MEES projects have been funded since 1989 and 13 are currently operating. This resource guide offers steps, strategies, and tools for establishing and implementing a MEES project. Chapters cover: (1) unique characteristics and needs of migrant families; (2) the fundraising process, including typical application requirements; (3) designing and managing a project (assessing needs, establishing goals, choosing a project model, staffing, budgeting, involving parents); (4) locating, recruiting, and retaining migrant families in the project; (5) forming collaborative partnerships with other agencies serving migrant families; (6) curriculum development, instructional strategies, and assessment of participant progress; (7) professional development; and (8) project evaluation. A conclusion summarizes major ideas and strategies and recommends methods of capacity building--building strong effective projects that will continue beyond the 4-year funding cycle. Appendices include contact information for state Migrant Education Program directors, state Even Start coordinators, comprehensive regional assistance centers, and other migrant and family literacy resources; many sample forms; and legislative and regulatory text from the Federal Register. (Contains 44 references.) (SV)

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Even Start Projects Serving Migrant Families

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A RESOURCE GUIDE

RC 021731

Office of Migrant Education

RESOURCE GUIDE:

Even Start Projects Serving Migrant Families

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1998

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PURPOSE AND OVERVIEW OF THE RESOURCE GUIDE

Overview

The Migrant Education Even Start (MEES) program is an extension of the Even Start Family Literacy program, which aims to improve the educational opportunities for young children and their families. Even Start, a program authorized under Part B of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), was created in 1988 to "... help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program." The U.S. Department of Education (ED) administers the MEES program, which is funded, along with Even Start programs for Indian tribes and tribal organizations and students in insular areas, through a set-aside of 5 percent of the national Even Start appropriation.

The Even Start Family Literacy program rests on an understanding that increasing children's readiness to learn in school and promoting literacy among low-income parents must involve the whole family. Family literacy programs provide an intergenerational approach that can help break the cycle of family under-education and poverty: "Family literacy is based upon a simple, but powerful, premise: that parents and children can learn together and enhance each other's lives" (National Center for Family Literacy, 1994, p. 6). As parents and children learn together, parents model a respect and appreciation for education that helps promote their children's academic success. Parents also develop valuable skills to use at work and at home as their child's first and most important teacher (National Center for Family Literacy, 1994, pp. 5-6).

Twenty-six MEES projects have been funded since the program started in 1989, and 13 projects are currently operating (see Appendix A for the names and telephone numbers of MEES project coordinators). Although MEES projects resemble other Even Start projects, they serve a population that moves frequently and whose home base may not be where the MEES projects are located. A MEES project's structure, hours of operation, and schedule of services are affected by the special circumstances and needs of migrant families. For example, some MEES projects may operate only for the few weeks or months that migrant families dwell in an area.

Purpose and Audience

This Resource Guide is a resource for new and continuing MEES project coordinators who are trying to develop or enhance a federally funded MEES project. This Resource Guide also offers useful ideas for individuals who are considering applying for federal funds to start a MEES project. In addition, the information presented in the Resource Guide can be useful for other projects serving low-income mobile families or homeless populations. Although migrant and mobile populations may differ in many ways (e.g., migrants move for the specific purpose of seeking agricultural work), they share characteristics such as transiency and health and educational needs that can be met by family literacy projects based on the Even Start approach.

Drawing from the experience of MEES coordinators and staff members, and from research on programs serving migrant families, this Resource Guide offers steps, strategies, and tools for establishing and implementing a family literacy project for migrant families funded by varied sources—both federal and nonfederal. The ideas and information provided in this "how-to" manual can help readers anticipate and manage some of the issues that typically arise in

Legislative Authority for the Even Start Family Literacy Program

Section 1205 of the ESEA, as amended, specifies that all Even Start programs must:

"(1) include the identification and recruitment of families most in need of services provided under this part, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

"(2) include screening and preparation of parents, including teenage parents and children to enable such parents to participate fully in the activities and services provided under this part, including testing, referral to necessary counseling, other developmental and support services, and related services;

"(3) be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when such services are unavailable from other sources, necessary for participation in the activities assisted under this part, such as—
"(A) scheduling and locating of services to allow joint participation by parents and children;
"(B) child care for the period that parents are involved in the program provided under this part; and
"(C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this part;

"(4) include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

"(5) include special training of staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this part;

"(6) provide and monitor integrated instructional services to participating parents and children through home-based programs;

"(7) operate on a year-round basis, including the provision of some program services, instructional or enrichment, during the summer months;

"(8) be coordinated with—
"(A) programs assisted under other parts of this title and this Act;
"(B) any relevant programs under the Adult Education Act, the Individuals with Disabilities Act, and the Job Training Partnership Act; and
"(C) the Head Start program, volunteer literacy programs, and other relevant programs;

"(9) ensure that the programs will serve those families most in need of the activities and services provided by this part; and

"(10) provide for an independent evaluation of the program.

projects serving migrant and mobile populations. The many project descriptions that are included in this document are drawn primarily from MEES projects that were in operation during the 1995-96 program year.

How to Use This Resource Guide

The Resource Guide is organized into nine chapters, each focusing on a central program topic and component.

Chapter 1 describes briefly the unique life and needs of migrant families. This chapter offers a general overview of the characteristics of migrant families, their mobility patterns, and the educational, health, and economic challenges confronting migrant families.

Chapter 2, "Getting Started," reviews the process of applying for funds to start a MEES project. The chapter summarizes basic project elements that readers may be asked to describe in an application, such as plans for project design and evaluation.

Chapters 3 through 8 provide more detailed information on the project elements reviewed in the Getting Started chapter. These chapters present the basic steps in developing and implementing a MEES project component—information for use at the application stage and throughout the life of the project. For example, Chapter 5 on interagency coordination reviews how to identify prospective interagency partners—an activity that should occur early in the application process but will continue throughout project implementation as administrators learn about new services migrant families may need.

Throughout the Resource Guide, checklists at the end of each chapter identify the steps involved in developing and implementing each project element. Further information and assistance on the topics in the Resource Guide are presented in the appendices and other material at the end of the guide. These sections include sample forms and documents used by Migrant Even Start projects, such as interagency coordination forms, referral forms, and home-visitation observation instruments.

1. AN INTRODUCTION TO THE LIVES AND NEEDS OF MIGRANT FAMILIES

Overview

"The only work I have ever done is in the fields. Everyone in my family has worked in the fields. I've picked cotton in Texas, cabbage, broccoli, and cauliflower in New York, and mushrooms in Florida. I've picked, cut, cleaned, planted. In the fields we get paid by the hour or by the piece. Sometimes we've worked up to 14 hours per day and 50 hours per week. We don't get overtime, vacation, or sick time. When we need to see a doctor, we go to a clinic or go through Medicaid because we don't have insurance. We struggle to put food on the table to feed our kids. The hardest thing about this lifestyle, besides no money, is that you're in pain all the time. It doesn't go away. We've tried everything—aspirin, heat. But, when you get back up at 4:00 the next morning, you're still sore. Nothing helps."

— Migrant farmworker, Oral Histories Collection, September 1993

For decades, migrant workers have supplied essential labor to the industries that employ them. Many agricultural and dairy farms and canning factories rely heavily on migrant labor to harvest crops and to work in food processing plants throughout the harvest season. Yet, despite the integral role migrant workers play in our nation's economy and welfare, they remain among our most economically and educationally deprived populations. Although migrant workers work long, hard hours to help keep food on tables across the nation, they are sometimes unable to feed their own children.

The Migrant Lifestyle: Who Moves Where and Why

The migrant lifestyle is a series of stops and starts, as workers move from their "home-sites" to "receiving sites" in search of work. Many migrant workers move their families when they find work. A National Agricultural Workers Survey reports that 54 percent of seasonal agricultural workers have children, 80 percent of whom live with their farmworker parents at the work site (Mines, Gabbard, & Boccalandro, 1991, cited in Pindus, O'Reilly, Schulte, & Webb, 1992). The mobility patterns of migrant families—where and how often families move or stay at a site—often depend on the location of their homes and the type of work they are doing.

Currently, there are migrant education programs in every state except Hawaii, with the greatest concentration of workers in California, Texas, Florida, Michigan, and Washington. One report estimates the total number of migrant workers in the United States to be between 1.7 and 6 million (Trotter, 1992, cited in Levin, Gamse, Swartz, Tao, & Tarr, unpublished manuscript). More than two-thirds of seasonal agricultural farmworkers are of Hispanic origin and almost two-thirds are foreign-born (Mines et al., 1991, cited in Pindus et al., 1992). In addition to Hispanics, the migrant workforce includes African Americans, Caucasians, Southeast Asians, East Indian Punjabis, Jamaicans, Haitians, Puerto Ricans, and Native Americans.

Traditionally, migrant families travel within three regions of the country, referred to as the eastern, central, and western streams. Although these three streams have defined migrant family mobility patterns over the years, one study notes that these patterns are becoming more diffuse (Diaz, Trotter, & Rivera, 1989, cited in Levin et al., unpublished manuscript). For example, many migrant families who typically lived and traveled within the western stream are now

traveling across the country to the eastern and Mid-Atlantic states in search of work.

The length of time migrant families spend at a site typically depends on the type of work they are doing and the period of time for which a labor supply is needed. The largest number of farmworkers are employed in agricultural work involving fruits, vegetables, and horticulture (National Commission on Migrant Education, 1992). Migrants are also employed in dairy and livestock, fishing, lumber, canning, and packaging. Some migrants may move to a receiving site for the entire harvest season, which may last six months, and then return to their home base. Other families may make shorter trips between sites, staying long enough to complete a particular work task. Overall, the work is seasonal and temporary, with only a few migrants in California and Arizona working throughout the year.

A few reports indicate, however, that many migrant families are beginning to "settle out," staying in sites year-round and establishing permanent residences, or moving only during certain periods (Marks, 1987, cited in Pindus et al., 1992; General Accounting Office, 1983, cited in Levin et al., unpublished manuscript). This trend is confirmed by Migrant Student Record Transfer System data from 1991, which revealed that 68 percent of migrant students remain in their home base throughout the school year (National Commission on Migrant Education, 1991, cited in Levin et al., unpublished manuscript).

The Needs of Migrant Families

"Migrant families will come to you for everything, looking to you for support and direction. We become so involved in their lives—we become a part of their families."

— MEES project coordinator

Because of their mobile lifestyle and poor working conditions, migrant families are among the most economically and educationally disadvantaged in our nation.

Migrant families have extremely low income levels, with more than two-thirds of migrant children living in households below the federal poverty level (National Commission on Migrant Education, 1992). About 84 percent of students in the federal Migrant Education Program (MEP), which serves migrant students K-12, are eligible for free and reduced-price lunch programs, compared with 30 percent of all students (Cox, Burkheimer, Curtin, Rudes, Iachan, Strang, Carlson, Zarkin, & Dean, 1992, cited in Strang, Carlson, & Hoppe, 1993). Migrant workers are among the most poorly paid in the country, and often receive no health insurance benefits. The high poverty rate among migrants results in inadequate housing and transportation and few funds for health and legal services.

The mobile lifestyle of migrant families often disrupts the education of their children. On the whole, migrant students begin school with fewer skills and at an older age than the general school-age population, test below the national average on basic skills, and drop out of school at a higher rate (Pindus et al., 1992). Because they move so frequently, migrant children do not remain in school or preschool programs long enough to receive a continuous instructional program or to be measured for achievement gains. In addition, most migrant children and their parents have low literacy skills in both their native language and in English that greatly hinder their educational opportunities. More than 90 percent of adult migrant farmworkers speak a language other than English, and 84 percent speak little or no English; in many cases, adults may have a fifth-grade or lower education from their country of origin (Strang et al., 1993, p. 7).

The high mobility and hazardous working conditions associated with migrant work, plus a lack of accessible health services, place migrant families at high risk for poor health. One study reports that migrant farmworkers are at substantially greater risk of health problems and

early mortality than the general population (Slesigner, Christenson, & Cautley, 1986, cited in Pindus et al., 1992). Common health problems include poor nutrition, infectious viral and parasitic diseases caused by overcrowded and poor sanitary living and working conditions, upper respiratory diseases, lack of appropriate immunizations, exposure to pesticides, and dental disease.

MEES projects that respond effectively and sensitively to migrant needs are built on a sound assessment of these needs and an understanding of the challenges that migrant families confront each day.

2. GETTING STARTED

Overview

Starting a project for migrant families based on the Even Start approach requires careful planning and preparation. This chapter presents the steps involved in the project application process, including a description of the basic application requirements for those requesting funds. The chapter includes strategies and tips on how to progress through each of the "getting started" steps as well as a checklist of activities that will help track progress. Although the chapter focuses on the MEES application process, the steps include general information that may be useful for those who are pursuing other funding sources, such as Title I, Part A or the state-administered Even Start program, and are interested in developing a project for migrant families based on the Even Start approach. The time required to prepare an application varies widely; if a prospective director has never developed a program before, it could take up to six months to gather the necessary information and write the application. In contrast, an experienced director who has access to information about local needs and the local population, an established program format, and relationships both with the migrant community and with local partners, could prepare an application in less than four weeks. Typically, applications are published by ED six to eight weeks before their closing date.

Steps to Getting Started

1. **What Is the Migrant Education Even Start Program and the Family Literacy Philosophy?**

The first and most important step in starting a MEES project, or one based on such an approach, is to become familiar with the MEES program and the general philosophy and assumptions underlying family literacy initiatives.

Program definition and philosophy. Even Start programs center on three key components: (1) early childhood education to improve children's cognitive and social functioning and increase their school readiness; (2) parenting education to assist parents in supporting the educational progress of their children; and (3) adult education for parents to improve their basic skills. The programs provide opportunities for parents and children to spend time learning together. Even Start programs promote a two-generational, multifaceted approach to breaking the cycle of poverty and illiteracy. The model reflects the belief that parents are motivated to achieve when they understand that their own actions can determine the well-being of their children.

Core Components of the Even Start Program

Early childhood education: Services to meet the education needs of children from birth through age seven, designed to enhance development and prepare children for success in school.

Adult education: Services that develop educational and literacy skills, including basic education, secondary education, English as a second language (ESL), and preparation to attain a General Education Development (GED) certificate. This component may aim to improve parents' literacy skills, prepare them for employment, and/or provide them with the skills to help their children succeed in school.

Parenting education: Services for parents to enhance parent-child relationships and to help parents understand and support their child's growth and development. This component helps parents to become teachers of their own children by providing them with knowledge about child development and how children learn.

Even Start projects are expected to deliver all three services to participating families in order to effect lasting change and to improve students' academic success.

Sources: Levin et al. (unpublished manuscript); Ward, Horton, & Loughheed (1993)

Who is eligible to participate in the MEES project? The authorizing legislation (Title I, Part B of ESEA, as amended) and the program regulations (34 CFR Part 200) define eligible MEES participants as:

- Migratory children and their parents (as defined in 34 CFR 200.30 and 200.40), who also meet the following conditions specified in the authorizing legislation: (1) The parent or parents—(i) are eligible for participation in an adult basic education program under the Adult Education Act; or (ii) are within the state's compulsory school attendance range, so long as a local educational agency (LEA) provides (or ensures the availability of) the basic education component required under this part; and (2) the child or children are younger than eight years of age. Family members of eligible participants may also participate in activities in MEES activities and services when appropriate to fulfill program purposes.

- Families found eligible for MEES services may continue to participate in the program until all members of the family become ineligible. In the case of a family in which ineligibility is due to the child or children attaining the age of eight, the family can continue to receive services until the child or children attain the age of ten or until the parent or parents become ineligible due to educational advancement, whichever occurs first. In the case of a family in which ineligibility is due to the educational advancement of the parent or parents, the family may continue to receive services until all children in the family attain the age of eight.

- MEES services can also continue to be provided to a parent or child who is no longer migratory, provided that the family has at least one member who is either a migratory worker or child as defined in 34 CFR 200.40.

Underlying Assumptions of a MEES Project

1. All families have strengths. Projects should build on migrant families' linguistic and cultural diversity.
2. Parents are children's first and most valuable teachers. Projects should treat parents with respect and help them see themselves as their child's most essential teacher.
3. Parents can and should set goals and make decisions about their lives and the lives of their children.
4. Families struggle with multiple problems and may require assistance with their noneducational needs.
5. The family unit is the appropriate focus for literacy development. Families and project staff should accept a family approach to literacy development and understand that early childhood education, adult education, and parent education must receive equal attention in order to effect lasting change.
6. Working with migrant families requires a flexible program design; high mobility may cause the number and types of families participating in a project to change repeatedly.
7. Developing literacy is an ongoing process; migrant family members may have varying levels of literacy.

Sources: National Center for Family Literacy (1994); telephone interviews with MEES project coordinators

A copy of the authorizing legislation and the program regulations, along with the most recent federal MEES application notice (April 11, 1996), can be found in Appendix C.

2. Prepare to Apply for Funding

Learning about application requirements early is advisable in order to determine the necessary groundwork for requesting federal funds.

Who can apply for a MEES grant? ED's application notice for MEES grants states that ED accepts applications from (1) state educational agencies (SEAs) that administer Migrant Education programs; (2) LEAs that have a high percentage of migrant students; and (3) nonprofit community-based organizations that work with migrant families. Funds are awarded in the form of four-year discretionary grants. For announcements of competitions, due dates, and requirements, contact:

U.S. Department of Education
OESE/Office of Migrant Education
600 Independence Avenue, S.W.
Suite 4100, Portals Building
Washington, DC 20202-6135
Telephone: (202) 260-1164
Internet: www.ed.gov/offices/OESE/MEP/
E-mail: migrant_education@ed.gov

If MEES program funds are not available, or do not sufficiently cover project costs, identify alternative funding sources. The MEES approach can be funded through other vehicles, such as the Migrant Education program (if the state wishes), the state-administered Even Start program (working through the Even Start State Coordinators listed in Appendix A), Head Start, and Title I, Part A. Other sources of funding and in-kind contributions that can support family literacy objectives include the Job Training Partnership Act (JTPA) program, Adult Basic Education programs, Corporation for National Service, state and county departments of health and social services, local businesses, foundations, and community groups.

All family literacy projects, regardless of their primary funding source, should identify other interagency partners that can provide additional supports and services to help implement the project. See Chapter 5, "Interagency Coordination," for a more detailed discussion of how to develop successful interagency partnerships.

Inquire about application requirements early. If applying for federal funds, inquire about a MEES application early—if possible, before ED issues a notice inviting applications in the *Federal Register*. Once a project notice is issued, applicants may have only 45 to 60 calendar days to submit an application that meets all the requirements. If applicants are seeking support from other funding sources, making early inquiries is also advisable. Learning early about application requirements permits applicants to gauge what needs to be done, such as forming partnerships with other agencies and organizations for in-kind contributions and other services.

Make the application process a collaborative effort. Talk with Even Start, Head Start, Migrant Head Start, and MEES project coordinators in the region or in other states for tips and strategies on applying for MEES and other funding sources. Their advice may yield insights on how to complete the basic application requirements summarized below, such as where to gather information about needs and how to use that information to design the project. (See Appendix A for contact information for current and former MEES coordinators.) In addition, discuss the application process with the parents to be served in the project, along with representatives from

Think Ahead: Apply for Additional Funding to Support Your MEES Program

Several MEES project coordinators suggested applying for additional funding to support the MEES project. For example, a project coordinator in Florida said he realized that MEES funding would not be sufficient to operate his project, so he also applied for a grant through the state's adult education program. The second grant not only enabled him to hire a full-time project coordinator but also provided for staff development, which was crucial to the project's first year of implementation. In addition, the coordinator applied for a grant to fund volunteers from the Volunteers In Service to America (VISTA) program. These volunteers made a significant contribution during the first year of the project by conducting needs assessments, accompanying teachers on home site visits, and training and recruiting other volunteers.

agencies and organizations in the area. Finally, consider asking for letters of support or commitment from these agencies to include in the application.

3. **Complete Basic Application Requirements**

The MEES application requires a description of the essential program elements that must be incorporated into a MEES project (see Appendix C for a copy of the application requirements published in the *Federal Register*). MEES coordinators shared the following ideas and strategies for completing the application process:

- **Conduct a needs assessment**. The MEES application requires applicants to describe the need for a MEES project, the procedure for identifying needs, and proposed activities to meet these needs. For more detailed steps on how to conduct a needs assessment, see Chapter 3, "Project Design and Management."

- **Develop a project design**. The project design should incorporate the required program elements of a MEES project. Project design involves development of a management plan that outlines measurable project goals, specific activities to meet those goals, and desired outcomes. Other management issues, such as staffing the project and setting a budget, should also be addressed. A design for service delivery should be described, as well. *Most, if not all, of the project design and implementation decisions will stem from the information gathered from a formal needs assessment.* See Chapter 3, "Project Design and Management," for more details on developing a project design and conducting a needs assessment.

- **Propose a plan for identification and recruitment of migrant families**. Describe how the project will plan to identify and recruit eligible families. The formal needs assessment conducted as part of the application process should provide information about when and where to identify and recruit families. See Chapter 4, "Identification and Recruitment," for "how-to" steps on locating and recruiting migrant families that are most in need of MEES services.

- **Identify interagency partners**. Identify agencies that can provide in-kind contributions and other funding assistance. An approved MEES project must obtain a matching contribution from agencies and organizations that totals 10 percent of the MEES award. This required contribution increases 10 percent every year, with a cap of 40 percent. The purpose of this requirement is to encourage projects to form and implement collaborations that build on existing community resources and thus provide migrant families with a wide range of services. How, when, and with whom to form interagency partnerships, and the far-reaching benefits of establishing these links, is examined in depth in Chapter 5, "Interagency Coordination."

- **Present plans for high-quality curriculum and instruction**. Describe the curriculum and instructional program to be used in the project. The curriculum program must address the three family literacy components—parenting education, early childhood education, and adult education. See Chapter 6 for more detailed information on "Curriculum, Instruction, and Participant Assessment."

- **Describe key personnel and plans for professional development**. List the qualifications of the project director and other key personnel in the project. Also, outline a plan for their professional development. For more information on how to staff the project, see Chapter 3, "Project Design and Management." See Chapter 8 for more information on professional development.

- **Develop an evaluation plan**. Approach project evaluation as a continuous improvement process that begins early in the project design phase when setting the project goals, objectives, activities to meet those goals, and indicators to monitor progress toward anticipated outcomes. In addition to providing data on project outcomes and meeting the requirement for an independent evaluation of the program, the evaluation plan is a management tool that can help develop and revise project goals and improve project activities. The evaluation plan must also address the data collection and reporting requirements of the national evaluation of Even Start required in the legislation and conducted by the Department. See Chapter 9 for more information on the design and implementation of a continuous project evaluation.

4. <u>Funding Is Approved: Next Steps</u>

Review what is known; maintain a flexible approach to project management. After the application process, the applicant should know, in general: (1) the needs of the migrant population that will be served; (2) the plan for meeting those needs; (3) agencies that will work with the project; and (4) the project's goals, objectives, and plans for evaluating progress toward the goals.

Project applicants should remember that the project will evolve throughout the various stages of implementation based on the changing needs of the participants. For example, in a project serving highly mobile families with varied needs, the goals, activities, and modes of service delivery proposed in the application may change over the course of the project's life. It is essential to keep modifying the project in order to continue meeting migrant families' needs.

Conduct basic start-up activities to get the project off the ground.

- **Select a site for the project's central office**. The location of the office will depend on the type of project (e.g., home-based, center-based, home- and center-based) and the geographical characteristics of the service area. Most project coordinators suggest coordinating with local school districts or other federal programs such as Migrant Education, Head Start, Adult Education, and Even Start to identify office space that can be shared or provided solely for the project on a rent-free basis. The project should also consider the accessibility of the project's office for participants. For example, in one rural MEES project, the project coordinator worked with a local school district to set up a satellite office for participants who could not attend the project's more distant central office.

- **Consult parents and other individuals who assisted with the application process and needs assessment to develop steps to implement the project.**

- **Save on office supplies**. Projects can cut costs by contacting businesses, schools, and other community organizations and requesting that they donate office supplies.

- **Inform interagency partners and others who assisted in preparing the application that funding has been approved**. Thanking those who participated in the funding process helps strengthen public relations for the project and ensures their continued support.

- **Notify the media about the new MEES project**. Publicizing the project through television, radio, and newspapers will help spread the word about the project throughout the community; it also serves as an effective strategy to inform and attract migrant families to the project.

Implementing the project: What's ahead? Remember, the project components described in your application may need to be adapted and revised throughout project implementation. The following chapters of this Resource Guide describe in more detail the development and

implementation of the project components presented here as part of the application process.

Tips from the Field

- Contact Even Start project directors and MEES project coordinators in your region or in other states for tips and strategies on applying for MEES funds. The names and telephone numbers of current and former MEES coordinators are listed in Appendix A of this Resource Guide. One coordinator recommended contacting the local Even Start project for suggestions on how to start a MEES project.
- Meet with the superintendent of the school district in the project's service area to present ideas and sell the project. Stress reciprocity; present what the MEES project offers the schools in the district (e.g., preschoolers who enter school ready to learn, parents who have learned how to support their children's education) and ask what the school district can offer the project. For example, a superintendent may offer space or donate office supplies for a MEES project.
- Comprehensive Regional Assistance Centers are located in 15 regional centers throughout the country. They are a valuable source of technical assistance for those who are planning to implement a MEES project. The staff of the centers can address questions and issues that emerge throughout project design and implementation. See Appendix A for a list of these centers.

Getting Started: A Checklist

1. **Learn about the Migrant Education Even Start (MEES) Program and the philosophy and assumptions underlying family literacy initiatives**

   - ☐ Learn about the legislative program definitions and goals
   - ☐ Learn about participant eligibility requirements

2. **Prepare to apply for funding**

   - ☐ Determine whether you are eligible to apply for MEES funds
   - ☐ Identify alternative or additional funding sources
   - ☐ Inquire about application requirements prior to deadlines
   - ☐ Contact existing MEES, Even Start, Head Start, and Migrant Head Start project coordinators for tips and strategies on applying for funds and starting your project
   - ☐ Involve migrant parents in the application process

3. **Make sure that the application is complete and that it includes:**

   - ☐ A needs assessment (Chapter 3)
   - ☐ A project design (Chapter 3)
   - ☐ A plan for identification and recruitment of migrant families (Chapter 4)
   - ☐ Interagency partners (Chapter 5)
   - ☐ Plans for high-quality curriculum and instruction (Chapter 6)
   - ☐ Key personnel and plans for professional development (Chapter 8)
   - ☐ An evaluation plan (Chapter 9)

4. **Funding is approved; the next steps are:**

   - ☐ Maintain a flexible approach to project management
   - ☐ Conduct basic start-up activities to get the project off the ground

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3. PROJECT DESIGN AND MANAGEMENT

Overview

This chapter reviews steps to designing and managing a MEES project. The major features of project design and management are: (1) conducting a needs assessment; (2) establishing project goals; (3) choosing a project model; (4) staffing the project; (5) setting a program budget; and (6) involving parents. The information presented in this chapter can be used at the application stage and throughout project implementation as managers adapt the project's design to meet migrant families' changing needs.

Steps to Designing and Managing a MEES Project

1. Conduct a Needs Assessment

A needs assessment of the migrant population the project will serve will determine the design of all project components. Information gathered from a needs assessment will help managers make key decisions about how to implement the project as well. Migrant family needs will determine the project and service delivery models that are chosen, the curriculum approach, participant identification and recruitment efforts, interagency partnerships, and project evaluation. For example, migrant health needs will help determine the agencies with which to collaborate to provide needed support services. Families' transportation needs and places of residence will determine how services are delivered—either through a center-based or home-based model or a combination of the two.

This section reviews effective strategies for conducting a needs assessment; who is involved in the process, what types of information are gathered, and how information is obtained. Sample needs assessment instruments for gathering baseline data on families' needs are included in Appendix B of this Resource Guide. Assessments of participants' academic status before, during, and after the course of a project are discussed in more detail in Chapter 6, "Curriculum, Instruction, and Participant Assessment."

When to conduct a needs assessment. A formal needs assessment should be conducted early in the application process. If possible, the needs assessment should be launched before the application process begins so that the project is not pressed by tight deadlines.

After receiving the award, the project staff will continue to revisit the needs assessment process throughout implementation. Because migrant families' needs, characteristics, and mobility patterns may change over time, projects continue to conduct formal and informal needs assessments in order to ensure effective delivery of services.

When developing the needs assessment strategy, consider the following questions:

- **What needs in the migrant community would be best addressed by a MEES program?** These might include low adult literacy rates, children's low levels of success in school, and lack of access to health care.
- **What are the likely benefits of implementing a MEES program in your community?** These might include gains in adult literacy, gains in migrant children's success in school, more informed and knowledgeable migrant parents, and healthier migrant children.
- **What are the characteristics of the migrant population to be served?** Where is their home base? Do they travel within a

particular migrant stream? If so, is it possible to provide multiple project sites within this stream to ensure continuous services?

- **Approximately how many migrant families are in need of assistance?** It is generally the case that most migrant families are in need of assistance. The selection of families for a MEES project must, according to section 1205(a) of ESEA, be determined by those who are most in need of services.

- **Are these needs currently being met by existing agencies? How can the MEES project add value to current services?**

Who conducts the needs assessment. A needs assessment might be conducted by a project director, district Title I personnel, or a hired staff member in charge of recruiting. Because recruiters are often in charge of conducting a needs assessment of migrant families, additional needs assessment strategies are presented in Chapter 4.

What to assess. If the project is preparing its application and has not yet recruited families, it may be too early to gather specific information on individual family needs. Instead, gather general information about the migrant families in the area. For example, learn how many migrants who live in or move to the area are in need of services. To get a sense of individual family needs, contact other local project staffs serving migrant populations to ask about the needs they observe. Once the project starts and family recruitment begins, it will be possible to conduct additional needs assessments that provide more detailed information on individual family needs. Needs assessment information can be collected through interviews and also during the process of helping families complete program intake and eligibility forms (see Appendix B for sample intake and needs assessment forms). Needs assessments that are conducted during the families' participation in the project should determine how families' needs and characteristics may have changed since their enrollment in the project.

Information gathered during and after recruitment should include:

- **Migrancy patterns**. Where are the families from? How often do they move? How long will they be in the area?

- **Work schedules**. Who in the family works? What are their work schedules? Where do they work?

- **Educational needs**. What are parents' and children's educational histories? What grade levels and skills have they attained? What services have they received in the past?

- **Language(s) spoken**. What is the home language? Are any family members bilingual?

- **Social service and health needs**. What are the specific health needs and needs for transportation and child care? What services do families now receive? What services have they received in the past?

- **Basic demographic information**. What are family members' ages? How many members are in each family? Where do they live?

- **Expectations and goals for family involvement**. What skills would parents want to develop, and want their children to develop, if the family participates in the project?

- **Housing status and needs**. Where are families living? in work camps? trailer parks? hotel rooms?

Pre-assessing participants' skills. Once families have been formally recruited and have agreed to participate in the project, the project staff should conduct specific pre-assessments of parents' and children's literacy, cognitive, and behavioral skills in order to ascertain specific needs and set a course of action to best meet those needs. Various instruments can be used to gather baseline data. These "pre-assessment" instruments are often the same instruments later

used to measure the participants' progress during and after their participation in the project. Individual states may require or recommend pre-assessments for all or some students, especially adults; the state department of education can provide information on the required assessments. For more detailed information on instruments that assess participants' skills, see Chapter 6, "Curriculum, Instruction, and Participant Assessment."

Where to get information on needs. Many programs, organizations, and individuals in the service area have probably already gathered information assessing some local needs. Much of the data necessary to prepare a needs assessment may be obtained by soliciting these sources, which include:

- State and local Even Start, Head Start, and adult education programs
- State and local Migrant Education offices
- State and local Title I programs
- State and local bilingual education programs
- Social service agencies and departments of health and human services
- School district administrators
- School administrators, counselors, nurses, teachers
- State and local family or migrant coalitions
- Churches and other religious institutions
- Colleges and universities
- Local preschool programs
- Employment services
- Federal census data by counties

Also, don't forget to seek information from migrant parents and families themselves. The industries that employ migrant workers may also provide important information on the work schedules and mobility patterns of migrant families.

2. Establish Project Goals as Part of a Project Management Plan

When to develop goals and a management plan. With needs assessment information in hand, project design and management plans can commence. The first major design task is to establish project goals and a long-term management plan. Management plans should be revisited regularly to ensure that they meet the changing needs, mobility patterns, and characteristics of migrant families.

How to set goals and create a management plan.

- **Use a continuous evaluation process to develop goals and a project management plan.** The process of establishing goals and activities to meet those goals results in the development of a project management plan—perhaps the most essential, yet most overlooked feature of project design and implementation. The process of developing goals should be part of the project's evaluation plan, required by section 1205(10) of the authorizing legislation. Rather than designing project evaluation to be done at the end of a project, a project should introduce a continuous evaluation process early in the application and design stage. The continuous evaluation process can serve as a tool for project management throughout the life of the project.

  The steps to a continuous evaluation plan include: (1) setting local project goals and desired outcomes; (2) outlining strategies and activities to achieve desired outcomes; (3) establishing indicators of progress; (4) collecting and documenting data; and (5) analyzing and using information to improve programs. These steps are described in greater detail in Chapter 9. In short, working

with an independent evaluator to design an evaluation plan early in the life of the project will help the project coordinator, staff members, and other relevant stakeholders develop a long-term plan to monitor, manage, and improve the project.

- **Develop goals, objectives, and activities to meet the goals.** List project goals and detail the objectives and activities that accompany each goal. For example, California's Region II Migrant Education Even Start program developed the following goal statements:

  — Goal 1: Development of an interagency network that will cooperatively provide resources for implementing a regional MEES project

  — Objectives for Goal 1: By September 1, all participating programs/agencies will be coordinated through a MEES advisory committee network

  — Activities for Goal 1, Activity 1.1.1: Initial meeting with advisory network to assess the needs in the community and each agency's role and to outline collaborative efforts among the programs

Who develops goals and a management plan? Gather input on objectives and strategies from parents, representatives of agencies with whom the project will coordinate services, and other key stakeholders in the community.

- **How one MEES project collaborated to set local goals**. Project Parent-School Connection, a MEES project serving Colorado, Kansas, Nebraska, and South Dakota, developed goals through a group process. The project coordinator first determined the needs of each state's target area, which differed by type of employment, average length of stay, and native language and culture. The coordinator then asked state migrant education staff to determine how the project could best serve their population's needs. The group exchanged information through the mail and met in person to develop goals and then to write the grant proposal. Some of the project's goals included: (1) prepare children to start school ready to learn and to make an effective transition from home to school through language, social, and cognitive skills development; and (2) expand and strengthen community support services for families and children, empowering families to use the services available.

A Summary of Strategies for Developing Project Goals

When developing project goals:

- Engage all relevant participants in setting the goals so that all share a stake in the project.
- Represent different impact levels as appropriate for the community. Some goals may affect children while others affect families or only adults.
- Be as specific as possible. Set a small number of goals that are realistic and achievable, while holding high standards for families and the project.
- Base goals on the community's specific needs and strengths.
- Align with the goals of other community groups and agencies to ensure continuity and collaboration.

Source: Wagner, Fiester, Reisner, Murphy, & Golan (1997), pp. 10-12

What issues should be considered when setting project goals? The following factors play a part in goal setting (McCollum & Russo, 1993):

- **Needs assessment**. Needs assessment information will determine which activities need to be implemented and which target results might be appropriate.
- **The Even Start approach**. Goals should reflect Even Start's holistic, family-based

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approach to literacy development. Goals and activities should address each of the three key Even Start components: early childhood education, parenting education, and adult education. Goals should also reflect the legislative requirement that Even Start projects provide high-quality, intensive instructional programs and build on existing community resources in creating an integrated family literacy program.

- **Parents' goals and expectations**. Ask parents to discuss their goals and expectations for the project. What skills do they want to develop? What type of academic experiences do they want their children to gain? What type and level of social services do they expect to receive from project staff? Listening to parents' goals will help staff develop project objectives and activities.

- **Collaboration**. Programs and services may already exist in the community with which the project could collaborate. Connecting with these additional resources will help to set realistic, attainable goals and increase the involvement of all stakeholders.

3. <u>Choose a Project Approach</u>

Another project design task is to choose a project approach. Again, information from a needs assessment of the target population will determine what type of project approach to choose, and how, when, and where to deliver intensive instructional services to migrant families.

Most family literacy program approaches are variations on four basic themes:

- **The home-based approach**. Home-based projects often involve an outreach worker who implements the curriculum with parents and children in their homes. Home-based programs have several advantages, such as individualized instruction and opportunities to observe the family in a natural home environment. Home-based projects conduct meetings where outreach workers can discuss their strategies for understanding family dynamics, meeting social service needs, and developing children's capabilities (Ward et al., Lougheed, 1993, pp. 6.6-6.7). For example, the Healdsburg/Windsor Even Start Projects that serve Spanish speakers in several rural communities near Healdsburg, California, adapt national family literacy models to meet local needs. During weekly home visits community liaisons work with parents and children to develop literacy skills (McCollum & Russo, 1993, p. 16).

- **The center-based approach**[1]. This approach is often used when migrant families gather in a central location, such as a school, community center, or trailer located in a migrant camp. Families visit the center for program components several times a week, based on their work schedules. For example, the Family Tree Even Start Project in Mesa, Arizona, offers instructional services twice a week in portable classrooms at host elementary schools (McCollum & Russo, 1993, p. 32).

- **The combination approach**. In this approach, adults and children come to the center for preschool and adult education classes, and an outreach worker teaches parenting skills in the home several times each month. For example, the Salem Family English Literacy Project in Salem, Oregon, uses a combination approach to serve multilingual families in a converted nursing home. Each week families attend a three-hour instructional session and also receive a home visit (McCollum & Russo, 1993, p. 26). Some projects serve nearby families through the center-based approach while serving rural families through a home-based approach.

[1] Although many MEES projects use a center-based approach, section 1205(6) of the ESEA requires all Even Start projects to provide at least some home-based instructional services.

- **The group home-based approach**. This approach involves groups of children (and parents, if possible) rotating to different participants' homes for group instruction. A project van drives children and their parents to the homes where the group sessions take place. The host parent serves as the teaching assistant (see Chapter 6 for a description of the Oregon project's group home-based approach).

4. Staff the Project

Staffing is perhaps the most important management task. Successful projects depend on experienced, committed staff who understand the needs and lifestyles of migrant families. Successful staffing depends on understanding key staff positions and roles, coordinating work schedules, recruiting staff who are knowledgeable, and providing opportunities for professional development.

Key staff positions and roles. Staffing for the project will depend on the size and scope of the project's outreach area (including the number of families to be served) and on information obtained from an assessment of the target population's needs. For example, if the families are mainly monolingual Spanish speakers, the project will need to hire Spanish-speaking or bilingual staff.

Staffing configurations vary but often include some of the following: a project coordinator, preschool teachers, adult education instructors, parent educators, assessment coordinators, parent liaisons, assistant teachers, home visitors, home/school partners, van drivers, office assistants, volunteers, nurses, and child care workers. In some cases, one staff person may perform several duties.

Coordinating work schedules. The needs assessment will help determine the optimal hours of operation of the MEES project and the work schedules for project staff. Depending on the needs and work schedules of migrant families, staff members might work part-time, full-time, or evenings and weekends. For example, part-time parent educators at a MEES project in Pennsylvania work mostly evenings and weekends, putting in most of their hours

Factors That Affect Service Delivery Decisions

The following factors will influence what services are needed, and how, when, and where to deliver them to migrant families:

- Family migrancy patterns
- Parents' expectations about school and about working with young children
- Availability of transportation; ability to identify transportation funds or services
- Availability of child care; ability to identify child care funds or services
- Possibilities for collaboration of services
- Families' native languages
- Parents' language and literacy skills
- Availability of appropriate materials, especially in Spanish
- Location of family homes
- Availability of qualified bilingual staff
- Families' work schedules
- Continuity between families' home-base and receiving-state

Sources: Levin et al. (unpublished manuscript); National Center for Family Literacy (1994); and telephone interviews with MEES project coordinators

"The most important part of staffing a MEES project is teamwork. Because participants are highly mobile, staff members must be flexible, willing to add a new dimension to their knowledge and skills, and able to function as part of a team."

— MEES project coordinator

between April and November during the picking season, to accommodate their clients' work schedules (Levin et al., unpublished manuscript).

Qualities to look for when hiring staff. Some important attributes include:

- **Experience with migrancy**. Staff members who are current or former migrants or who have worked extensively with migrants are especially qualified to work in MEES projects. Such staff easily understand and are sensitive to the needs and demands of migrant families.

- **Bilingualism and biculturalism**. Staff members who speak the native language of project participants can better communicate with migrant families, understand cultural issues, serve as role models, and develop rapport based on trust and understanding. Staff who share participants' cultural traditions are "more likely to appreciate important cultural differences participants may find in the United States and to draw on the strengths of the community in adapting curriculum and design" (McCollum & Russo, 1993, p. 36).

- **Local residency**. Staff who are long-time community residents are often integral to client identification, recruitment, and outreach efforts. Staff who are familiar with local migrant camps and community agencies may provide useful insights into the needs and lifestyles of migrant families and can help coordinate local services to best meet their needs.

- **An understanding and acceptance of a family approach to literacy development**. Staff who have a clear understanding of and commitment to the three-pronged approach to family literacy (adult, early childhood, and parenting education) will provide equal weight to each component and will implement lessons in an integrated, holistic fashion.

- **A positive, empathetic attitude toward migrant families**. A respectful, nonjudgmental attitude is essential to staff members whose responsibilities involve home visits and close interactions with migrant families. As one project coordinator said, "Migrants may be poor, but it does not mean they do not have a sense of dignity. They do, and you have to respect them. Migrants have a lot to offer if you just have the key to unlock their hearts."

- **Strong communication and listening skills**. Staff must be able to communicate project objectives and requirements to families and to school and agency personnel. Staff members must also be able to listen and respond appropriately to participants' concerns.

"You have to be able to speak the language and be sensitive to parents' needs. If mom needs to talk to you about problems, the staff person has to listen. The migrant staff member is a teacher, counselor, social worker and a friend. This is why it is so important to carefully select your staff."

— MEES project coordinator

Where to find qualified staff. To locate qualified staff, visit local migrant camps for parents who can serve as staff members or assistants, inquire at the community's Migrant Education office and local schools, and consider working with other federally funded programs serving similar populations to coordinate joint funding for staff. Joint funding saves money, establishes interagency ties, and benefits projects because it provides them with qualified, professional staff. For example, one coordinator works with Title I staff in his school district to provide early childhood instruction and assessments for the MEES project. Another project coordinates with the district's Even Start project to split the salaries of the project coordinator, nurse, and home/school partner.

Professional development. New staff should receive both an orientation to the MEES

philosophy and training on all of the project components. For more information on professional development, see Chapter 8.

An Example of Staff Roles and Responsibilities

Arizona's "Primeros Pasos" Project

Staff Positions. This center-based project—a former MEES project—serves between 54 and 60 families throughout the year. Staff members consist of a project coordinator, a nurse, a preschool teacher, an assistant preschool teacher, an adult education instructor, an adult education assistant, a home/school partner, a van driver, a secretary, and two child care workers.

Responsibilities. **Early childhood instructors** implement the early childhood component four days a week at the school site. **Adult education instructors** offer daytime English as Second Language (ESL) classes (an evening ESL class is offered as part of a Job Training Partnership Act project). The **home/school partner** takes activities prepared by teachers home to children who need extra help or who are unable to attend center-based activities. The **van driver** provides transportation to and from the project for families who need it. **Child care workers** work at the school-site and include the project secretary and volunteer mothers.

Source: Levin et al. (unpublished manuscript)

5. Establish a Budget

One of the most challenging tasks facing a MEES project coordinator is to design and administer a budget that supports the activities of a multifaceted family literacy project. Because MEES grants do not sufficiently cover the costs of a comprehensive project, and the grant requires an incremental 10 percent matching contribution each year (e.g., if the grant award is $130,000 the project must obtain an additional $13,000 in contributions each year), creative funding strategies and cost-sharing combinations with other agencies are vital.

Budget cost estimates and checklist. The actual funds required to operate a MEES project vary across regions, depending on the number of days per week the project operates, the size of the outreach area, the number of families enrolled, and the status of the local economy. Regardless of differences in local contexts, however, every budget must account for salaries, transportation, child care, materials and supplies, staff development, costs associated with recruitment, evaluation, and travel for home visits. The following are typical items included in a project's budget:

- **Staff**. Several project coordinators suggest having a full-time project coordinator; depending on the project's needs, other positions may be part-time and/or jointly funded with other cooperating agencies and federal programs.

- **Transportation**. Regardless of the program design (e.g., home-based, center-based, or group home-based), transportation services will at some point be needed in a MEES project, either to bring families to a common center for a parent workshop or social gathering or to take groups of parents to social service agencies to receive assistance. Budgeting for transportation and securing this service for participants should be done as early as possible in the project development phase.

- **Child care**. Child care for infants and toddlers is another essential service for parents attending center-based programs and for parents in home-based programs attending adult education classes. Child care workers should receive continuous training to provide stimulating educational experiences. Contact social service agencies such as the local department of health, community agencies, and churches to assess the availability of child care and to learn about additional funding to cover child care costs. Volunteer service organizations and community members are other valuable resources. Also inquire with other federal and state programs in the area (e.g., Even

Start, Head Start) to identify their child care providers and sources of funding.

- **Professional development**. Project staff should budget for continuous professional development for all staff members, including costs for attending conferences and workshops. Ask the project's interagency partners (e.g., Even Start, Migrant Education Department) and other national and state organizations serving similar target populations what training activities and conferences they may be sponsoring and whether registration fees can be waived. Contact state and federal agencies to identify grants and funds that may be available to support staff development.

- **Parent involvement**. There should be funds set aside to support parent involvement activities, such as parent meetings and workshops.

- **Materials and supplies.** Curriculum materials, books, paper, and other educational and office supplies must be accounted for in the project budget. Several federal programs, social service agencies, and other community organizations and businesses may be able to provide or share materials and supplies. Public libraries might also be a valuable resource, as well as public schools in the service area.

- **Recruitment**. The project's budget should include costs associated with recruitment, such as publicity campaigns and travel reimbursement for staff recruiters who enroll and conduct outreach activities with migrant families.

- **Travel**. The project should reimburse travel expenses for all staff who make home visits to implement program components, such as early childhood education. The costs of travel to conferences and meetings should also be covered. The MEES federal application notice recommends that applicants also budget for the cost of travel to Washington, D.C., and two nights' lodging for the project director and project evaluator for their participation in annual evaluation meetings.

- **Project evaluation**. Funds should be allocated to design and implement a continuous project evaluation plan that meets the requirements of section 1205(10) of the ESEA and the national evaluation of Even Start. The MEES federal application notice provides the following guidelines for budgeting for evaluation activities: a project with an estimated cost of up to $120,00 should designate $5,000; a project with an estimated cost of over $120,000 should designate $10,000.

6. Involve Parents

"Sometimes credentials don't matter as much as empathy and experience. I have on staff a mom who doesn't speak English, but ... the other migrant families respect her, they listen to her, and they know she can relate. Empathy and love for migrant families and an ability to communicate with them is paramount."

— MEES project coordinator

Parents should participate in the development, implementation, and evaluation of all aspects of the project. Parents who have a greater say in project planning will develop a keener sense of ownership for the project. Parent involvement can also help the project to determine what parents want, why they want it, how they want it, and how the project is going to provide it. In addition to gathering initial parental input on project design, the project should plan to offer varied opportunities for ongoing parent participation in project management. Here are a few roles parents can play:

- **Serving on committees**. Parents can serve on project committees that advise or make decisions on project components, and they can provide project staff with valuable tips and insights. For example, parents can offer

ideas on setting project goals; locating new project participants; making the curriculum, participant assessments, and other project components more culturally responsive; and encouraging greater involvement among other parents.

- **Working as staff members**. Parents, usually those not working in the fields or those who are former migrants, are often hired by project staff to work as paraprofessionals, home visitors and parent liaisons, recruiters, and staff trainers. The insights parents bring to the project as current or former migrants are invaluable. Migrant parents who are new to the project may feel more comfortable and willing to participate in it if they hear from other migrant parents in the project how their families have made gains since they began participating in the project. Parents can also provide professional development to project staff. Who better to inform staff on how to reach parents than a parent?

- **Serving as volunteers**. Parents can volunteer their time to help coordinate a social event or health fair, answer telephones, help organize and run parent meetings, develop curriculum materials, and/or provide child care services. Parents who are not hired formally as staff members should also be involved in training, home visits, professional development, and recruitment.

- **Providing feedback for project evaluation**. Parents are the primary source of information for project evaluation. Ask parents to serve on the evaluation team to help develop and implement a project evaluation plan. Always ask parents for feedback on parent involvement activities and other project areas. Ask them, in the form of surveys or discussions, what needs to be changed—what works and what doesn't?

The San Jose Mission Family Learning Center in Dover, Florida

The Family Learning Center MEES project offers parents many opportunities to help develop programs and plan activities. Parents are participants in the project's Advisory Council, and many sit in on an Even Start Parent Committee that meets twice a month to plan family events and fundraising strategies, address parents' concerns, and inform project administrators of needs and interests. Parents at the Family Learning Center also have the opportunity to anonymously evaluate the program on a monthly basis. The project director emphasizes the importance of being responsive to parent suggestions and concerns. For example, in response to parent requests, the program will soon offer evening ESL classes, which the local Migrant Head Start program will complement by providing on-site child care.

Examples of Parents as Staff Trainers

- In Kentucky, migrant parents are being trained to present workshops for other migrant parents, on such topics as "How to Make Your Home a Learning Place" and other areas of concern for migrant parents. The state plans to train 25 parents to make presentations.

- In 1993, the Region X California Migrant Education programs piloted a "parents as home educators" program. Five migrant parents were trained on how to teach parents family math, family science, and family literacy. The parents provided workshops for other migrant parents in Spanish and English. As more parents have been trained over the years, workshops have been expanded to include family health and parent leadership.

- The New York Migrant Even Start project developed a Parents as Trainers program that includes a series of workshops designed to be presented by parents. The project, built on empowerment principles, addresses the needs of migrant adults as parents and people. Topics include stress management, making books with children, and parent involvement in the schools. The program features a leader's manual that includes step-by-step suggestions for conducting workshops and surveys to administer after the training sessions.

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Project Design and Management: A Checklist

1. **Conduct a needs assessment**

   - ☐ Identify who will conduct needs assessments and who will compile and interpret needs assessment information
   - ☐ Locate resources for information on needs

2. **Establish project goals and a project management plan**

   - ☐ Use the project evaluation process to develop goals and a management plan
   - ☐ Work with relevant stakeholders in the project (interagency partners, parents, etc.) to set goals and a long-term plan of activities to meet project goals

3. **Choose a project approach (home-based, center-based, combination approach, group home-based)**

   - ☐ Use information from the project needs assessment to determine which approach to use

4. **Staff the project**

   - ☐ Decide on key staff positions and roles; determine staff member qualifications
   - ☐ Recruit qualified staff through a variety of sources (e.g., local schools; joint-fund staff in coordination with other federal programs serving similar populations)
   - ☐ Provide new staff with a project orientation and other professional development activities to familiarize them with the MEES project

5. **Establish a budget**

   - ☐ Make a list of needed budget items; devise creative funding strategies and cost-sharing combinations with other interagency partners

6. **Involve parents**

   - ☐ Involve parents in the development, implementation, and evaluation of all aspects of the project; plan to offer varied opportunities for parent involvement on an ongoing basis

4. IDENTIFICATION AND RECRUITMENT

Overview

The identification of migrant families is the crucial first step in gathering key information about those who are most in need of MEES services and recruiting them to the program. The identification and recruitment (I&R) process is especially challenging for programs serving migrant families. The mobility of migrant families makes it difficult to determine when they will be in the area, and how and when to locate them for recruitment purposes. In addition, migrant families are less likely to seek the services available through a MEES program because of their mobile lifestyle, long work hours, lack of information on services offered, limited English skills, and possible lack of transportation and child care. It is also important that families understand that participation in the program requires a commitment on their part.

This chapter provides "how-to" steps for locating, recruiting, and retaining migrant families in MEES projects. Sample forms used in MEES programs for I&R are located in Appendix B of this Resource Guide.

Steps to Identification and Recruitment

1. **<u>When Should the Identification Process Begin?</u>**

Migrant families most in need of MEES services should be identified as the grant proposal is being developed, as part of the needs assessment process. After the project receives funding, formal identification and recruitment efforts continue in order to enlist families into the project, to monitor incoming families in need of service, and to encourage participating families to continue attending project activities.

2. **<u>Who Conducts the I&R Process?</u>**

I&R staff. To recruit families, the project first needs to determine who will be responsible for I&R. MEES projects often have a recruiter on staff or look to the following programs and agencies for recruitment personnel:

- **The Migrant Education Program (MEP).** MEP is authorized by Part C of Title I of the ESEA. The MEP provides formula grants to SEAs to establish or improve education programs for children of migrant workers. The identification and recruitment of migrant families is a cornerstone of the MEP. MEES project coordinators strongly suggest contacting the MEP recruiters in the state and local school district early in the application stage and throughout program implementation to coordinate efforts to identify and recruit migrant families who may be eligible for the MEES program.

- **Migrant Head Start, Head Start, Even Start, JTPA.** These federal programs serve young children and/or families and have similar program goals. Although there are differences in eligibility requirements across the programs, project staffs can coordinate their identification and recruitment efforts with MEES personnel and can refer eligible families to the appropriate program.

- **School-based personnel.** Due to their position in schools, secretaries, teachers, principals, nurses, counselors, and bilingual coordinators often can provide information about students and families who may be eligible for the MEES program.

Types of recruiters. Consider three types of recruiters for a MEES project: the home-school liaison, the home visitor, and the school-based recruiter (Johnson, 1989). Depending on the project's needs, projects can use one type of recruiter or a combination of all three. An

experienced Even Start director reports that, once the project is under way, word of mouth by participating families is a valuable recruiting tool.

- **Home-school liaisons**. In addition to identifying and enrolling families, home-school liaisons maintain contact with migrant families to encourage their continued participation in the project and to keep track of their migration schedules.

- **Home visitors**. The home visitor identifies and enrolls families in the program but may not be responsible for maintaining contact with the families. The home visitor may only determine eligibility and fill out mandatory forms. Another MEES staff member, such as the home-school liaison, may follow up the home visit to conduct a needs assessment and to encourage the family to enroll.

- **School-based recruiters**. A school-based recruiter relies on leads from school districts or schools to identify migrant families that may be eligible for the MEES program.

Qualifications and key characteristics of recruiters. Recruiters should be:

- **Bilingual and/or bicultural**. Recruiters who speak the home language of the families they are recruiting will be able to communicate the program's requirements and gather important family information. In addition, recruiters should be aware and respectful of both the migrant lifestyle and the families' cultural background.

- **Familiar with the community**. Recruiters who are long-time residents of the community will be familiar with the geographical layout of the area and with the location of migrant camps and worksites. They will also be aware of community and social service agencies in the area and the programs that can best meet migrant family needs.

- **Able to work flexible hours**. Because migrant workers tend to work long hours during peak work periods, recruiters may often have to work evenings and weekends to accommodate the families' work schedules.

- **Committed, approachable, and empathetic**. Recruiters often interact with families who are new to the area and who may speak a different language. Recruiters must be sensitive, patient, and empathetic with migrant families.

- **Knowledgeable about the Even Start program philosophy and MEES eligibility requirements**. The recruiter should be able to explain all aspects of the program and eligibility requirements.

What type of training should recruiters receive? Recruiters require ongoing training in the following areas:

- **Participant eligibility requirements** and any changes in federal regulations and laws concerning MEES or other federal programs serving migrant families, if federal funds are a major funding source

- **Identification and recruitment procedures** such as conducting interviews, completing required forms, gathering needs assessment information, and conducting outreach activities

- **Cultural diversity** so that recruiters understand and respect the experiences, needs, strengths, and cultural background of migrant families

- **Interagency partnerships** among social service agencies, federal programs, community organizations, and MEES projects so that recruiters understand the goal of comprehensive, coordinated services and can refer migrant families to these programs and agencies

- **Communication skills** to interact effectively and appropriately with migrant families; training on how to listen and talk *with* migrant parents

- **Safety precautions** including first-aid and auto maintenance for recruiters who may travel long distances alone to make home visits to migrant families

Projects should contact the local and state MEP office and area MEES projects to identify the available training opportunities in the region. Call ED's Publication Hotline at (800) USA-LEARN or the Office of Migrant Education at (202) 260-1164 to obtain a copy of the *Directory of Services for Migrant Seasonal Farmworkers and Their Families*.

Resources for Recruiter Training

The *National Identification and Recruitment: Recruiting Migrant Students—Recruiter's Guide* (1989), developed by the Pennsylvania Department of Migrant Education, is a training package that presents methods for improving I&R procedures and techniques. Step-by-step I&R procedures are reviewed, along with tips from recruiters in the field. Some of the topics presented in the guide include: preparing for the recruiting job, identifying what qualities make for a good recruiter, managing time, communicating with parents, building a recruiting network, and addressing the questions that typically arise during the recruitment of migrant families.

Resources for Recruiters (1994), a publication developed by the RMC Research Corporation, is a valuable resource for recruiter training. Staff members from Head Start, Migrant Head Start, Title I, and Even Start helped develop the manual, which includes strategies and materials to design interactive recruiter training workshops. Cultural awareness activities are also included to help inform trainees about the communities with which they will interact throughout the recruitment process.

3. Procedures for I&R: A Recruiter's Responsibilities

MEES recruiters typically have four main responsibilities: (1) identifying eligible participants, (2) recruiting eligible migrant families to the project, (3) conducting outreach activities, and (4) monitoring family mobility patterns as part of continuous I&R.

Identifying eligible participants. Migratory children and their parents who meet the requirements described in the authorizing legislation and the MEES federal application notice are eligible to participate in MEES projects. (See Chapter 2, "Getting Started," or Appendix C, "Notice for New Awards," for a detailed description of who is eligible to participate in MEES projects.) In addition to the basic eligibility requirements, the authorizing legislation requires MEES projects to serve those families most in need of MEES services, as indicated by a low level of income, a low level of adult literacy or English language proficiency, or other need-related indicators. To find information about potential MEES participants (i.e., migration schedules, health and education needs, work schedules, areas where families live and work), project coordinators suggest contacting:

- **Schools**. School-based personnel may be able to provide information about potential applicants, their pattern of migration, and areas in which families live and work.

- **Migrant campsites and worksites**. Migrants and their employers may be able to inform you of any families who are new to the area.

- **Social service agencies**. The state department of health or health and human services, labor department, agriculture department, and federal programs serving migrant families (e.g., Migrant Head Start, MEP, migrant health clinics, Department of Labor) may have demographic information on migrant families in the state/region or on families who regularly migrate to the state.

- **Other states or regions**. If possible, contact the MEP offices or the MEES projects in the states in which the project participants previously resided. Forming inter- and

intrastate connections with other migrant programs will provide vital information to help recruiters identify incoming migrant families in need of services (see Chapter 5 for strategies on inter- and intrastate tracking of migrant families).

- **Informal contacts**. Gather information on migrant families through word-of-mouth from community members. Talk to community residents and employees at grocery stores, laundromats, and any other gathering places to learn about new migrants in the area. Local churches, which are often a common meeting place for migrant families, are another good source of information on new families and their needs.

Recruiting migrant families to the program. Recruitment often takes place in two stages. In a MEES project, the recruiter first visits the family, explains the MEES program, attempts to determine eligibility, and fills out any eligibility forms. (If the recruiter works for a local MEP, the forms may be filled out through that program, at least for the children.) The recruiter then reviews the forms with the project coordinator to confirm that eligibility is in accordance with Migrant Even Start requirements. After the initial visit, the recruiter may allow the family a week to consider the program before inviting them to participate. Following the week of reflection, the recruiter meets with prospective participants again, carefully discussing with parents the importance of their commitment to the project and stressing that only through dedication can they achieve their goals for family literacy. If the family agrees to participate, the recruiter or home educator gathers information on their social service needs and their goals and expectations for participating in the project. The recruiter may also refer the family to other social service agencies or programs to obtain needed services.

- **What type of information do recruiters gather from families**? Recruiters often use intake forms to gather information about the family and to conduct a brief assessment of their needs. A sample intake form is included in Appendix B. In general, the recruiter should collect information that helps MEES staff to determine how to deliver project services to migrant families: demographic information (e.g., age, address); migration schedules (when and how often families migrate, where their home-base is located); work schedules; and number of children in the family.

- **What problems and issues emerge during recruitment?**

  — ***Identifying migrant families***. The mobile lifestyle of migrant families makes it particularly difficult to identify and recruit eligible families into the MEES project. With families regularly arriving and leaving the region, the project must devise strategies to identify and attract new families. Strategies to attract potential participants include: distributing fliers about the project at area stores, churches, schools, and migrant work and camp-sites; placing radio, newspaper, and television advertisements, along with public service announcements; and making a video of the project and presenting it at schools and conferences.

  — ***Determining family eligibility***. Staff members from the various federal programs serving migrant families (e.g., Migrant Head Start, Head Start, Even Start) often find the varying eligibility requirements confusing. It is important to have a clear understanding of the different eligibility rules in order to coordinate and work effectively with other programs serving migrant families. The eligibility requirements for the programs listed above are in Chapter 5.

  — ***Rural and urban areas***. According to project coordinators, recruiters use different I&R strategies to locate urban and rural migrant families. For

example, recruiting in rural areas may require more travel time to and from the recruiters' office because migrant camps and worksites are located in agricultural areas. In addition, recruiters often have to work evenings and weekends to accommodate the long work hours associated with agricultural work. Migrant families in rural areas also may not live in traditional homes, making it difficult for recruiters to locate families who might live in cars or in other shelters. In urban areas recruiters visit migrant families living in low-income housing that can be rented for short periods of time. Multiple families often share a single apartment; recruiters must, therefore, inquire about all potential applicants.

— ***Migrant families' work schedules.*** Often migrants work long hours during peak work seasons. Recruiters, therefore, may often have to work evenings and weekends to locate and visit migrant families. In addition, because of long, irregular work schedules, migrant families are often at work when recruiters come by or may have to break scheduled appointments on short notice. Recruiters can carry "while you were out" slips in English and in the families' native language to notify families that they stopped by. To help work around migrants' work schedules, recruiters can call and arrange with employers to visit the migrant parent(s) during work breaks.

— ***Gaining trust.*** Migrant families may be hesitant to enroll in MEES projects because of their busy and intense work schedules, limited English skills, and lack of familiarity with the area and project. Recruiters, therefore, must work hard to establish a rapport with the families—interactions based on mutual respect, trust, and guidance. In addition, recruiters must respect migrant families' privacy concerns and their right to confidentiality. To provide the family with another migrant's perspective of the MEES project, recruiters can bring a migrant parent along during the initial recruitment visit.

"Developing a rapport within the community is very important, and you have to work hard to get that rapport—you have to go in with that mission. It's a fine balance. You have to be outgoing, but respectful; professional, yet warm. And you need to be genuinely interested in these people's lives without prying. You have to ask and answer their questions. You have to have their best interests at heart."

— MEES project coordinator

Conducting outreach activities. Once families have been identified and contacted, recruiters may also conduct outreach activities to encourage families to participate or to continue participating in program activities. Outreach activities include such social events as pot-luck dinners, project open-house nights, and health fairs; other outreach activities include providing participants with transportation to and from appointments at social service agencies. Finally, a home visit, a call, a note, or a one-to-one meeting are all effective approaches to help parents feel that they are important and that they are welcome to the project. A few tips for conducting home visits and making parents feel welcome include: (1) taking brochures, photo albums, or videos (it might be necessary to arrange to have a VCR and television to show videos) to acquaint parents with the project and with the people who work there; (2) bringing a current or former migrant parent along on the visit to explain the project and the rewards of participating; (3) dressing casually and neatly; (4) being respectful of parents' homes; (5) speaking and providing materials to the parents in the language with which they feel most comfortable; (6) bringing a translator (e.g., another parent), if necessary; and (7) showing a genuine interest in the parents, getting them to open up, and listening.

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Continuous I&R: monitoring family mobility patterns. Identification and recruitment of families is an ongoing process in many MEES projects as families arrive and leave the region. Recruiters are responsible for staying on top of family mobility patterns and identifying and recruiting new families as they arrive in the region.

Many Sources Contribute to Continuous I&R Outreach

Because enrollment in Primeros Pasos, a former MEES project in Arizona, fluctuates over the course of the year— peaking from the end of October through early March—the staff views recruiting as a year-round activity. The I&R for this project is based on referrals from several sources, most commonly from the school district's migrant liaison or from school secretaries. Word of mouth has been the most effective strategy—migrant parents often inform project staff when new families move into local trailer parks. The Primeros Pasos van driver also watches for new families moving into the neighborhoods and reports any children newcomers playing outdoors.

Once the recruiter has verified a referred family's eligibility, the coordinator meets with the parents to compile a family history. The secretary/database staff member then takes over to collect more extensive intake information.

Source: Levin et al. (unpublished manuscript)

4. Retention: The Ongoing Challenge

Given family mobility patterns, MEES projects face unique challenges in retaining families and maintaining their participation in the program. Two major challenges that projects must plan for are: (1) maintaining full family participation while families are in the MEES service area, and (2) tracking and maintaining contact with families after they leave the area to ensure their re-enrollment when they return.

Maintaining full family involvement while families are in the MEES service area. Tips for ensuring families' full and continued participation in the program, include:

- **Balance project needs with family needs**. Project staff and parents approach the project with both common and different goals. "Staff need to make every effort to explain the purpose and benefit of . . . activities, to solicit feedback . . . and to be willing to adapt project design to meet parents' needs. Effective staff are able to find a suitable balance between *telling*—giving information that helps parents work within an unfamiliar system—and *listening* to what parents want to know most" (McCollum & Russo, 1993, p. 35).

- **Understand parents' work schedules; understand barriers to involvement and provide supports and incentives**. Migrant parents work long and hard hours doing physically demanding labor. Many parents also lack transportation and are often new to the area and have few acquaintances. Due to these barriers, ESEA section 1205(3) requires programs to coordinate or offer supports necessary for family participation, such as child care and transportation. Project directors also suggest providing incentives for participation in project activities, such as meals, clothing, and extracurricular activities (e.g., bingo, basketball).

- **Perseverance**. It takes time and patience both to develop strong family involvement and to nurture relationships with parents. Develop a parent planning committee and assign a staff member as a parent coordinator to help keep families involved.

- **Show respect, sincerity, trust, and appreciation**. Respect parents as their children's first and most important teacher. Value their culture and experiences and encourage them to contribute to the project. Be honest—most people can spot insincerity a mile away. Develop trusting relationships—parents need to feel that they can confide their personal needs. Show appreciation for parents by holding parent appreciation events.

- **Don't make generalizations based on ethnicity**. Families from the same ethnic group may share some cultural characteristics (e.g., languages, customs), but they are also unique. Learn about families' cultural backgrounds, but avoid cultural stereotypes; respect each family as unique.

Tracking families. The mobile lifestyle of migrant families makes it particularly difficult to retain families in the project for extended periods of time. With families regularly leaving the region for new work sites, the project must devise strategies to keep in touch with participants while they are away. Strategies for keeping in touch with families include: (1) giving self-addressed postcards to families who leave so that they can keep the project apprised of their new location and address, and (2) sending project newsletters to families to keep them informed of project activities while they are away. Projects may also keep track of families through collaborations with other agencies. Strategies for inter- and intrastate tracking of migrant families through multi-state collaboratives and regional database tracking systems are described in Chapter 5, "Interagency Coordination." These collaborations serve not only to retain families in a given MEES project, but to ensure continuity of services while families are in other locations by connecting them with other providers of services to migrant families in their new location. Similarly, these systems can aid in continuous identification and recruitment of families by providing projects with information on new families coming into the area that may be in need of MEES services.

Identification and Recruitment (I&R): A Checklist

1. **Start the I&R process before applying for project funding**

   - ☐ Identify the I&R requirements stated in the application for project funds

2. **Determine who will be responsible for I&R**

   - ☐ Contact other programs that serve migrant families to identify recruiting personnel
   - ☐ Determine the type of recruiter that will best serve the project's needs (e.g., home-school liaison, home visitors, school-based recruiter)
   - ☐ Establish which qualities are essential for a recruiter to be effective
   - ☐ Plan a training program for recruiters

3. **Start the I&R process**

   - ☐ Determine eligibility; identify the needs of eligible families
   - ☐ Recruit families

     - Conduct needs assessment; determine eligibility; prepare family to make the necessary commitment to participate in all three components of the program
     - Develop a recruiter tool kit of forms and other items to use on a recruiting visit (e.g., necessary forms [eligibility, referral], program brochure/video, toys and educational games to occupy children during talks with parents, "while-you-were-out" slips, maps of the area)
     - Prepare to address typical concerns that emerge in I&R (e.g., working around migrants' work schedules, gaining trust)
     - Publicize the project through the media and through collaborating agencies; publicize the project in community areas where migrant families may congregate or frequently visit, such as grocery stores, churches, parks, and laundromats
     - Conduct outreach activities to publicize the project and to encourage families to participate or continue participating in project activities

4. **Develop a plan for continuous I&R**

   - ☐ Publicize
   - ☐ Determine the type of family information you need
   - ☐ Develop a long-term identification and recruitment plan

5. **Develop a plan for tracking and retaining families**

   - ☐ Develop strategies for maintaining full involvement in the project while families are in the MEES service area
   - ☐ Develop strategies for inter- and intrastate tracking of families

5. INTERAGENCY COORDINATION

Overview

Forming linkages with social service agencies, federal programs, and community organizations that target similar populations is integral to operating an effective and efficient MEES project. In calling for applications, ED's April 11, 1996, MEES notice states that projects must, among other things, "implement cooperative activities that build on existing community resources to create a new range of services to migrant families." Establishing partnerships with other agencies and programs can provide supplemental financial assistance, materials, equipment, social services for project participants, project staff, professional development, help with identification and recruitment needs assessment, and help with project evaluation. Most importantly, partnerships with other programs and agencies help ensure a mutual long-term commitment to the MEES project. This commitment and the supports provided by interagency coordination help to institutionalize the MEES project irrespective of outside grant funds.

This chapter reviews the formation of interagency partnerships and the benefit these collaborations offer. Interstate and intrastate coordination strategies are presented as well.

Steps to Forming Interagency Partnerships

1. When and How to Identify Prospective Partners

Contacts and linkages with other federal and state programs and social service agencies should be made early in the application process and project development phase. Early linkages help migrant families obtain comprehensive health, educational, and social services quickly and can provide the matching contributions required by the MEES grant. Building and sustaining partnerships with other organizations and agencies will be an ongoing process throughout the project's life.

Information gathered from needs assessments will help determine the project's natural partners. Often, MEES projects develop collaborations with local school districts and schools in the target area and with federal programs in the region that serve similar populations (e.g., Even Start, Head Start, Migrant Head Start, Title I, Part A, the MEP). Federal, state, and local agencies—for example, the state department of health services or a local food bank—can also provide needed services for migrant families. In addition, the state's department of human services or local schools may be able to provide a list of programs and agencies that serve low-income and migrant families in the area. ED's *Directory of Services for Migrant Seasonal Farmworkers and Their Families* provides descriptions and contact information for the various federal and nonfederal programs that provide services to migrant families. To order a copy of this publication, contact the Department's Publication Hotline at (800) USA-LEARN.

Strategies to Attract Interagency Partners

- Make presentations to agency staff
- Present awards to agencies that assist in project activities
- Make radio, television, and public service announcements, and advertise in newspapers
- Make presentations on MEES projects at national, state, and local conferences
- Serve on agency boards and planning committees

Source: Adapted from Pennsylvania MEES project's internal program documents

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2. Typical Interagency Partnerships and Benefits

Local schools, school districts, and colleges. Contact the schools and school districts in the target area to: (1) notify them of the program; (2) explain what the program offers the school district (e.g., literate and involved parents, children entering school ready to learn); and (3) inquire about funds and services that the schools or districts can provide to the project. Collaborating with school districts can provide many benefits, such as the use of available classrooms and rent-free office space, transportation, part-time personnel to serve as teachers and recruiters, and curriculum materials. Collaborations with schools can also facilitate the transition for MEES preschool children into regular kindergarten classrooms. For example, one family literacy project in Oregon is currently developing a Transition to Kindergarten program for their MEES participants who attend local schools. The program will inform school personnel about the migrant children's needs, academic status, and background while preparing families and children for the kindergarten experience (see Chapter 6 for a description). Finally, local colleges are valuable partners for adult education courses because they can provide tutors, materials, and assistance in project evaluation.

> The Pennsylvania MEES project established a relationship with Gettysburg College. In addition to providing student tutors to Even Start families, the college is coordinating a five-day trip to Mexico for faculty, students, and a few MEES project staff to learn more about migrant culture and the factors that prompt family migration.
>
> *Source: Levin et al. (unpublished manuscript)*

Federal programs serving similar populations. Coordinate with other federal programs that serve migrant families and have similar project goals. MEES projects typically coordinate with Even Start, Head Start, Migrant Head Start, Title I, Part A, and MEPs in their region. Linkages with these programs offer numerous comprehensive services for migrant families, from health fairs and staff development opportunities to curriculum material and personnel. These services might be donated, shared, or based on a cost-sharing arrangement (e.g., joint-funded personnel).

State and local social service agencies, community organizations, and businesses. Form partnerships with social service agencies, community organizations, and local businesses to make many different services available to project participants. Working with a department of health and with health care providers, several projects have sponsored health fairs to provide migrant families with health education, free immunizations, and physical exams. Churches and charities are also reliable and valuable sources of donations to meet such basic family needs as shelter, clothing, and meals. Several coordinators also report partnerships with local businesses. For example, a MEES project in Arizona works with the *Yuma Daily Sun* to distribute copies of the newspaper in English and Spanish to adult education classes. The Center for Employment Training also provides career counseling to adult students in the project and offers seminars on career changes.

3. How to Establish Meaningful Partnerships

The following tips and strategies are offered to help a project develop meaningful partnerships with other agencies and programs:

- **Interagency councils**. Current and former MEES projects in Arkansas, Wisconsin, and Pennsylvania have developed interagency councils, also referred to as task forces or working groups. Representatives from the collaborating agencies and programs serve on these councils and meet regularly with MEES staff and parents to discuss the provision of comprehensive services, develop cost-sharing strategies, and review program issues. Interagency councils help

Meeting Health Needs through Interagency Collaboration

For the last five years the Arkansas MEES project participated in, and helped coordinate, a state-sponsored Migrant Education Cooperative two-day summer health clinic. Organizations throughout the community help conduct the clinic. Local schools provide facilities. Church and civic groups donate refreshments, entertainment, and food and clothing packages for the families. County health department staff and several doctors and dentists from the area provide free general health screenings, immunizations, and referrals. The local Girl Scouts group plays games with the migrant children and distributes prizes. The MEES project distributes books as part of the Reading Is Fundamental (RIF) program for teen parents, and it provides translation services. The Hope, Arkansas, Migrant Education Center provides recruitment and project referral information for families. Migrant Head Start Centers; newspapers, radio and television stations; and area businesses all publicize the health clinics and actively encourage families to attend. The project director reports that the turnout of migrant families is tremendous, with the numbers growing from a few hundred in 1993 to more than a thousand in 1995.

Other Agencies to Target for Interagency Collaboration

Adult Education	Farm Bureau	Migrant Seasonal Farmworkers Program
Big Brother/Big Sister	Food pantry/soup kitchens	Parent-teacher groups (PTA)
Bilingual Education offices	GED programs	Public utilities
Child care centers	Goodwill	Radio stations (Spanish and English)
Coalition of Farmworkers Agencies (COFA)	Head Start	Rural Opportunity
Community and Migrant Health Centers	Housing Authority	Salvation Army
Cooperative Extension (4-H)	Interagency councils	Scouts of America
County Health Department	Job Training Partnership Act (JTPA)	United Way
Cultural Centers	Local law enforcement	Welfare offices
State department of labor	Local libraries	
State department of agriculture	Mentoring programs	
Employment offices	Migrant councils	
	Migrant ministries	

Source: Adapted from Pennsylvania MEES project's internal project documents

keep the various parties involved in, and informed of, program operations. The councils also facilitate community buy-in, which helps institutionalize the program within the community after MEES funds have been depleted. If an interagency council already exists in the region, project staff can talk to the city or county government to learn how to become involved.

- **Reciprocal partnerships**. Reciprocity is the key to forming and sustaining meaningful collaborations. As one coordinator said, "Any time you are asking for a service, you have to present what your project can give them in return. There has to be a mutual back-and-forth; you have to sell your program."

- **Documents that help record and coordinate interagency partnerships and referrals**. Developing program forms makes it easier to keep track of interagency activities. The forms should include the name of the agency, services that are offered, and a contact name and telephone number. A referral form should also record where families have been referred for services. A sample interagency identification and referral form is included in Appendix B.

- **Informal vs. written agreements**. Most interagency partnerships are based on informal agreements. In this type of arrangement, MEES project and agency staff informally agree to work together and to continually determine what services can best

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meet migrant family needs. Developing written agreements can help make partnerships more "authentic." Written agreements outline commitments, responsibilities, and specific services to be provided; a sample written agreement is provided in Appendix B.

- **Face-to-face contact and continuous communication**. Meeting one-on-one with agency staff to discuss how to form and sustain partnerships helps build strong, professional ties. Face-to-face meetings help staff members get to know one another personally and professionally. In addition, MEES project staff and agency staff should meet regularly to review ongoing operations. Strategies for implementing a continuous communication loop include forming interagency councils, serving on agency boards, and distributing project newsletters to partner agencies.

4. **Obstacles and Solutions Involved in Interagency Links**

The most common barriers involve regulations and eligibility requirements.

Programmatic, regulatory barriers. Federal regulations, program definitions, and goals differ across the federal programs that serve migrant families. These regulatory and program differences can lead to misinformation, confusion, and turf battles among project staffs. For example, the 1995 national evaluation of MEES projects found that Migrant Head Start and Even Start encountered problems integrating program activities and allowing participants to attend one another's classes (Levin et al., unpublished manuscript).

Eligibility requirements. Because federal programs operate under different regulations, definitions, and rules, some project coordinators report that confusion over eligibility can hinder interagency partnerships. The eligibility requirements for various federal programs serving young children and families also vary and are not always clear. New project directors and staff should learn and understand the differences and similarities in eligibility requirements across the programs.

Strategies for overcoming collaboration problems include the following:

- A MEES project in Oregon established a strong relationship with a Head Start project in the area. Housed in the same building, the projects share materials, vehicles for transportation, office equipment, and staff development activities. To promote this collaboration, the MEES coordinator had to resolve some points of contention between the two projects. In general, she knew that MEES projects and Head Start projects often clash because their regulations are different; in fact, the two projects often compete in providing services for families. More opposition resulted from Migrant Head Start and Even Start projects not wanting to share their greater funding with MEES projects. But the MEES coordinator in Oregon was diligent in getting to know the staff with whom she would be coordinating. She set up working lunches and emphasized reciprocity as the basis for collaboration. The MEES coordinator reports that forming successful linkages with other federal programs can be achieved through persistence.

- A MEES project coordinator in Arkansas arranged for the Head Start project in her area to refer eligible wait-list families to participate in the MEES project.

- A four-state MEES collaborative addresses communication barriers by ensuring that staff responsibilities and experiences overlap. For example, a home visitor is also the Title I migrant recruiter; a migrant education Title I coordinator also coordinates services for MEES. Because MEES staff and their colleagues also work for collaborating agencies, their network is informal yet efficient.

Eligibility Requirements of Some Other Federal Programs Serving Migrant Families

Even Start

Definition:	Enacted in 1988, the state-administered Even Start programs are locally operated family literacy programs for adults and children that provide early-childhood education, adult education, and parenting education.
Eligibility:	Low-income families with children ages birth through 7 and a parent or parent surrogate who is either eligible for participation in adult basic education programs under the Adult Education Act or is within the state's compulsory attendance age range. Families must live in a Title I school attendance area.
Administered by:	ED; four-year grants are managed and distributed by states.

Head Start

Definition:	Head Start is operated by community-based organizations to help low-income children develop social competence. The program focuses on education, health services, parent involvement, and social services for children and families. Parents may receive services in parenting, education, and life skills. Programs usually provide half-day services during the school year, although some provide full-day programs.
Eligibility:	Children ages birth through age 5 from low-income families, as defined by the official poverty index; some programs offer services beginning prenatally. At least 10 percent of the project population must include children with disabilities.
Administered by:	The U.S. Department of Health and Human Services (HHS); regional HHS offices manage grants, although funds flow directly to projects.

Migrant Head Start

Definition:	Migrant Head Start programs serve families engaged in agricultural work who have changed their residence from one geographical location to another in the preceding two-year period. Programs often operate for full days and may run only during the months when migrants settle in the area.
Eligibility:	Migrant Head Start programs use the same eligibility requirements as regular Head Start. In addition, migrant families must have moved because of agricultural employment during the last year and work in the production and harvesting of tree and field crops, with at least 51 percent of their income coming from such activities.
Administered by:	HHS; funds flow directly to projects.

Interstate and Intrastate Coordination

Coordinating with other MEES projects and with federal programs serving migrant families within and across states is an essential task for MEES project staff. Forming connections with other projects throughout the state and the nation helps provide a continuous flow of services to migrant families who must move from place to place. Interstate and intrastate links provide project staff with important information regarding who will be arriving in the area, when they will arrive, the services migrants have received in the previous state, and what services they will need upon their arrival. Because academic and health records on families can also be exchanged, projects can ensure an appropriate and efficient delivery of services to migrant families.

Strategies for Interstate Tracking of Migrant Families

A few MEES projects track migrant families through the efforts of state consortia or local databases.

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State consortia. Some MEES projects have developed multi-state collaboratives to track families as they move across states in order to aid retention of families in the program and to provide continuity of services in both their home-base and receiving states. For example:

- **Project CORES (Connected, Organized, Responsive Family-Centered Education Services)** is a four-state collaboration that serves families migrating from Texas to Wisconsin, Illinois, and Montana. The project is administered through the Migrant Education Unit of the Wisconsin Department of Public Instruction in collaboration with the state Migrant Education Programs in Texas, Montana, and Illinois. The project director in Madison, Wisconsin, is responsible for overall management of the consortium. A local project coordinator manages the day-to-day activities at each site. Some receiving sites send a staff member with the participants as they return to the home base.

  Project CORES has developed several strategies to track migrant families in order to ensure that they continue to receive needed services as they move from state to state. A "family needs matrix" helps staff members to monitor the services families receive in each state and continue the provision of these services as families migrate to new worksites. The hallmark of Project CORES is the Texas-developed Red Bag system. MEES project staff give each family a red bag packed with essential information—information that families will need to receive services in their receiving state, including certificate of eligibility, immunization/health records, school records/test scores, school withdrawal and renewal forms, and other relevant documents.

- **Project Parent School Connection** includes one MEES project in Colorado, Kansas, Nebraska, and South Dakota. The Colorado SEA and its LEA-managed MEES site lead the four-state consortium, providing central staff development and technical assistance. The project director coordinates the planning of two annual three-day institutes, which are intended to increase content knowledge, dissemination efforts, and collaboration among the four states. In addition to those multi-state seminars, the project director provides on-site staff development for all four states. The project also provides materials, a directory of community resources, and networks for ongoing technical assistance.

- **Primeros Pasos** is a former MEES program administered by the Crane School District in Yuma, Arizona. The staff of Primeros Pasos has developed an informal interstate collaboration with the Even Start project in Salinas, California, a receiving state for many of the project's migrant families. To track families migrating to California, the staff at Primeros Pasos designed a "checklist" document similar to Project CORES's Red Bag system. Each family receives a manila envelope that holds important documentation for the family to carry with them as they travel between the two sites. A checklist of the necessary documents is printed on the front of the envelope. The envelope helps project staff identify not only which services the families have received at their last site but also what services they may require at the new site.

Database tracking systems. Since the elimination of the Migrant Student Record Transfer System (MSRTS) in 1995, several state education departments and nonprofit organizations have begun developing databases to help store and transfer essential migrant students' records (e.g., academic and medical records) to better serve students who move with their families within or across states to different work sites. MEES projects and other programs serving migrant families will have access to these databases. Project coordinators suggest contacting the state or local Migrant Education office to inquire about database tracking systems that may be operating or under development in the region. Names and

telephone numbers of the current database system operators are listed in Appendix A.

Other Strategies for Interstate and Intrastate Coordination and Tracking

- Several projects urge migrant families who move to a new location to inquire about the existence of either a MEFS project or any other program that can address their needs. ESCORT operates a toll-free telephone number (1-800-234-8848) across the nation that routes calls from migrant families to a Migrant Education Program site in their state. Migrant families can call this number to inquire about project services in their area and in the state to which they will be migrating. Contact the ESCORT staff (1-800-451-8058) for more information.

- To provide a continuous learning experience for migrant children and parents, project staff should learn about curricula used in other MEES projects. For example, the regional MEES program based in California is attempting to coordinate with other MEES projects in the state to develop and implement a basic curriculum approach to be used in all MEES projects. In addition, a coordinator in Michigan says she encourages all MEES sites in her region to use the Building Bridges curriculum because it is used in the Texas MEES project, from which most of the project's families are migrating.

- A project coordinator in Arkansas mails a project newsletter to migrant families who no longer reside in the state. The newsletter updates families on Arkansas MEES activities and other relevant topics and may encourage families to continue their participation in the MEES project, should they return to Arkansas.

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Interagency Coordination: A Checklist

1. **Identify prospective partners early in the application process and project development phase**

   - ☐ Contact social service agencies, schools, federal and state programs, and other likely partners in the community

2. **Determine how interagency partnerships will benefit all the projects involved**

3. **Develop strategies to help ensure meaningful partnerships through, for example, the formation of interagency councils**

4. **Identify and anticipate potential obstacles to interagency collaborations and develop strategies to address them**

   - ☐ Be aware of programmatic, regulatory barriers
   - ☐ Be aware of different programs' eligibility requirements for participants

5. **Develop inter- and intrastate coordination strategies for tracking incoming and outgoing families; work to develop a continuity of educational services across sites**

   - ☐ Inquire about possible state consortia arrangements that may already exist in the area
   - ☐ Inquire about possible database systems that may exist in the state to track migrant families across and within states and to maintain and transfer needed records

6. CURRICULUM, INSTRUCTION, AND PARTICIPANT ASSESSMENT

Overview

This chapter reviews steps in developing and implementing curriculum for a MEES project. Each key component of the MEES curriculum—early childhood education, parenting education, and adult education—is discussed separately. The major issues associated with curriculum development and implementation, such as instructional strategies and assessing participants' progress, are described in detail.

The Migrant Education Even Start Curriculum: Three Key Components

The MEES program is based on a three-pronged approach to family literacy. Recognizing that one of the best predictors of a child's success in school is the education level of the parent, Even Start programs provide: (1) early childhood education to improve children's cognitive and social functioning and increase their school readiness; (2) parenting education to assist parents in supporting the educational progress of their children; and (3) adult literacy or adult basic education for parents to improve their basic skills. Parents and children participating in Even Start programs are required to spend time learning together because the program's underlying philosophy rests on the notion that a two-generational, multifaceted approach breaks the cycle of disadvantagement more effectively than any single-faceted intervention. The model also reflects the belief that parents are more motivated to achieve when they understand that their own actions can determine the well-being of their children.

Steps to Choosing Curriculum

1. How to Decide Which Curricular Approach to Implement

Deciding which curricular approach to use in the project will depend on the needs of the migrant families being served. A needs assessment will provide important information on participants' language needs, literacy skills, and cognitive abilities—data that will help a project choose an appropriate curriculum and instructional approach. The needs assessment will also offer information on the family's transportation needs and work schedules, which will help project leaders determine whether the best mode of service delivery is home-based, center-based, or a combination of the two approaches.

2. Where to Find Information about Curriculum

Contact the state or regional MEP offices, current MEES program directors, and local bilingual teachers to learn about the curriculum approaches that they use in their projects and classrooms. Also ask local Head Start, Even Start, and Migrant Head Start projects about their curricular approach, and contact the state department of education regarding early childhood, parenting, and adult education curricula used across the state. Identify the curriculum approaches that are being used by other Migrant Education projects in the region or in other states. In addition, information on curricular approaches is presented at local, state, and national conferences sponsored by education organizations that serve migrant and bilingual populations. Many frequently used curriculum models are highlighted in this chapter. These models are presented as

examples only; none are endorsed by the U.S. Department of Education. Appendix A provides contact information for curriculum resources.

3. Qualities to Look for in a Curriculum

MEES curriculum approaches should have the following general qualities:

- **Cultural and linguistic relevance**. Lessons and activities should be available in the primary language of the participants and appropriate for second-language learners. Curriculum materials should be culturally relevant as well.
- **Flexibility**. A curriculum should be flexible enough to adapt to the individual needs of the families in the program.
- **A focus on participants' strengths**. The curriculum should build on the strengths of participating children and adults.

Early Childhood Education Curriculum

Early childhood programs focus on several areas, including the development of children's psycho-motor skills, cognitive abilities, and communication skills. The health needs of children, such as nutrition and immunization, are also addressed.

1. Guidelines for Early Childhood Education Curriculum

In their 1996 position statement on developmentally appropriate practices for early childhood programs serving children from birth through age eight, the National Association for the Education of Young Children (NAEYC) set forth nine guidelines for appropriate curriculum for young children, including:

- Curriculum should provide for all areas of a child's development: physical, emotional, social, linguistic, aesthetic, and cognitive.
- Curriculum should provide opportunities to support children's home culture and language while also developing all children's abilities to participate in the shared culture of the program and the community.
- Curriculum should include a broad range of content across disciplines that is socially relevant, intellectually engaging, and personally meaningful to children.
- Curriculum should build upon what children already know and are able to do to consolidate their learning and to foster their acquisition of new concepts and skills.
- Curriculum should frequently integrate across traditional subject-matter divisions to help children make meaningful connections and to provide opportunities for rich conceptual development.
- Curriculum should promote the development of knowledge and understanding, processes and skills, as well as the ability to use and apply skills for continued learning.
- Curriculum content should reflect the key concepts and tools of inquiry of recognized disciplines that are accessible and achievable for young children.
- Curriculum goals should be realistic and attainable for most children in the designated age range for which they are designed.
- When used, technology should be physically and philosophically integrated in the classroom curriculum and teaching.

2. Examples of Early Childhood Curriculum

Curriculum models for early childhood education include:

- **The High/Scope Preschool Curriculum.** Developed by the High/Scope Educational Research Foundation and used in the nationally recognized High/Scope Perry Preschool Program, this model emphasizes child-initiated, active learning. The curriculum builds on children's existing strengths by providing "key experiences" in nine areas: social relations and initiative, creative representation, music and movement, language and literacy, classification, seriation, number, space, and time.

- **The High/Scope K-3 Curriculum.** As part of the National Follow Through Education Project, the High/Scope K-3 Curriculum was developed to build on the High/Scope Preschool Curriculum. The model focuses on active learning through key experiences in language, mathematics, science, and movement. The curriculum is designed for a full school-year program.

- **Montessori Programs.** Developed by Maria Montessori in the early 1900s, this model focuses on active, self-directed learning for multi-aged groupings of children. Activities promote the development of social skills, cognitive skills, emotional growth, and physical coordination. A supportive classroom atmosphere encourages social interaction and cooperative learning.

- **Project P.I.A.G.E.T. (Promoting Individual Adaptation Given Experiential Transforming).** A national Title VII bilingual education program, P.I.A.G.E.T. serves preschool limited-English-proficient students (age 3) and their families. The project focuses on increasing English language communication, parent involvement, and home/school communication. Activities can be implemented in the home and modeled for parents.

- **Kindergarten Individualized Program (KIP).** An individualized center-based program for five-year-olds, KIP combines small-group work and individual instruction. Teachers work individually with students to develop age-appropriate skills.

Parenting Education Curriculum

One of the goals of the Even Start program is to empower parents to support the educational growth of their children.

"Parents need to hear this over and over: 'Give yourself credit for who you are. You know your kids better than anyone and don't let anyone tell you differently.'"

— MEES project coordinator

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1. **Guidelines for Parenting Education Curriculum**

According to Douglas Powell, an expert in the field of parenting education, there are five ways in which the early family environment influences children's school performance (Powell, 1995). These five areas constitute several parenting dimensions that should be addressed by parenting education programs. They include:

- **Understanding of child development.** Children's intellectual competence is strengthened when parents view their children as active participants in their own development, rather than as passive recipients of information.

- **Understanding of children's abilities.** When parents understand their children's abilities and interests, they are better able to create environments that appropriately challenge their children and foster continued growth and learning.

- **Parents' teaching strategies.** Research suggests that the most helpful teaching strategies for later school success stimulate children's thinking and encourage their active involvement in learning. Open-ended

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questions—in contrast to "yes/no" questions—are particularly effective at encouraging children's thinking and verbal abilities.

- **Early literacy environments**. Limiting television viewing, modeling good reading habits, and providing children with reading and writing materials are examples of ways to enhance children's reading skills. Parents can also contribute directly to their children's reading skills by reading to their children, asking them questions about the material being read, and encouraging conversations with them afterwards.

- **Control and discipline**. In general, attentive, warm, and nonrestrictive parenting during the early years of life contributes positively to children's intellectual development, and the use of direct control techniques in teaching and discipline are negatively associated with later school-related abilities.

Powell recommends various guidelines for implementing a parenting education curriculum, including:

- **Discovering where parents are**. Effective programs probe parents' views of their needs, focus on parents' interests and concerns, and present new information with sensitivity to parents' existing beliefs and practices.

- **Encouraging discussion**. Discussion helps parents to process new ideas, compare different approaches to parenting, reflect on their own beliefs and practices, and become adept at problem-solving. Discussion may also make parents more aware of the support and services available to them.

- **Using multiple methods**. Effective programs are flexible and use multiple methods of service delivery to meet the needs of different types of parents, including offering both home visiting and group-based services and providing services at numerous locations and times.

- **Maintaining a balanced focus**. Parenting education programs should maintain a focus on parenting, even as they recognize other pressing family issues and circumstances.

2. **Examples of Parenting Education Curriculum**

- **Parents as Teachers (PAT).** This program uses trained home visitors to provide parents with information on child development and other activities that they can engage in to encourage their children's language, intellectual development, and motor and social skills. This model also uses group meetings to encourage parents to share experiences, frustrations, and successes. Although the program was originally developed for parents of children below age three, a new curriculum has recently been developed for parents of three- to five-year-olds.

- **The Nurturing Program.** This program teaches parents of children from birth to age five strategies for nurturing their children's development. Focusing both on parenting skills and on parents' personal growth, the curriculum is available in both a home-based and a group-based format. Another version of this curriculum exists for parents of children ages four through twelve.

- **AVANCE Parenting Education Curriculum.** This curriculum, developed in Texas to serve at-risk and Latino populations, focuses on helping parents to understand, accept, and assume their roles as their children's first teachers. Designed for parents with children from birth to four years of age, the curriculum includes units on: the physical, social, and emotional needs of young children; children's cognitive and language development; and self-awareness and goal setting for parents.

- **Systematic Training for Effective Parenting (STEP).** The Early Childhood STEP curriculum focuses on communicating

with young children, understanding young children's behavior, nurturing emotional and social development, building self-esteem, and providing effective discipline. Parent workbooks and complementary videos are available in both English and Spanish.

- **The Bowdoin Method**. This approach includes a series of exercises to help parents develop attitudes and skills that will help their children succeed in school. The exercises include lessons on maintaining positive discipline, developing prereading skills in children, and using the home environment to build children's literacy skills.

3. **Parent-Child Interaction Curriculum**

The Even Start legislation calls for an integrated approach to the delivery of early childhood education, parenting education, and adult literacy or basic education. Curriculum models for parent/child interaction include:

- **Home Instruction Program for Preschool Youngsters (HIPPY).** Developed in Israel to serve persons with limited formal education who are parents of preschool-aged children, this program helps parents of three-, four-, and five-year-olds to teach their children school readiness skills. Parents and children together complete weekly activity packets, which focus on language development, visual and auditory discrimination, eye-hand coordination, and problem-solving.

- **PACT (Parent and Child Together Time)**. Developed by the National Center for Family Literacy, PACT involves regularly scheduled, child-led, play-focused opportunities for parents and children. During PACT time, parents play with their children, listen to and learn from their children, and observe them as they learn through play and communication.

- **Building Bridges**. Developed by migrant educators from Texas, Building Bridges is a home-based program for migrant three-year-olds. Its goal is to work with parents to provide early childhood educational experiences for children in their native language. Thematic units focus on the development of various skills, including communication, psycho-motor skills, and cognition.

- **The New Parents as Teachers Project (NPAT)** is a home-based parenting education program; activities help parents develop their children's intellectual, language, physical and social development from birth to age three.

4. **Parent Empowerment Activities: Parents as Advocates for Themselves and Their Children**

A major goal of the parenting education component of Even Start is to enhance parents' capacity to become self-sufficient, informed advocates for themselves and their children. Parent empowerment activities involve, in general:

- Strengthening parents as decisionmakers for themselves, their family, and their family literacy project

- Providing parents with the skills and information they need to meet their family's educational, economic, and health needs

- Providing experiences and activities to enhance parents' personal development

Examples of activities and strategies to develop parents' self-advocacy skills include working with Migrant Education Program staff and others to:

- **Provide parents with information and skills to interact effectively with schools, social service agencies, and other organizations**. Because of limited English

language skills and past negative experiences with formal institutions, migrant parents may feel uncomfortable in organizational settings. To strengthen parent skills in this regard, provide English language development classes; conduct mock parent-teacher or parent-personnel conferences; inform parents about school enrollment procedures and absentee policies; offer assertiveness training; train parents in how to fill out required school or health forms; give parents a directory or documents that list agency telephone numbers, addresses, contacts who speak their native language, and the forms and information that agencies require to access services. The Oregon family literacy project's Transition to Kindergarten program offers several effective practices to help parents and children prepare for the kindergarten experience.

- **Provide families with information and support to develop the confidence and skills necessary to help their children at home with curriculum-related activities, decisions, and planning**. Give parents information and support to increase their capacity to assist their children at home; inform parents about assessment instruments and the related expectations. Provide home learning activities that require parent-child interaction; involve parents in the process of setting goals for their child's educational development (Epstein, 1995).

- **Provide information to meet family health and safety needs**. Inform parents about the medical records and other paperwork they need for health appointments. Hold workshops on issues of special concern to parents (nutrition, discipline) and demonstrate health and safety techniques. Show families how to access community health, cultural, recreational and other services in their area.

Adult Education Curriculum

Adult education is often the most challenging program component to implement because adults have differing educational and language skill levels, and appropriate materials are often scarce. A typical MEES adult education program may include ESL, Adult Basic Education, GED preparation, life skills, and vocational training. These classes are most often delivered through existing organizations, such as local community colleges and other adult education programs in the area. If an existing organization offers an acceptable adult education program, then a MEES project may be able to work with that organization in order to fulfill its adult education component.

Oregon's Transition to Kindergarten Program

Currently, the Oregon Families First literacy project is developing a transition to kindergarten program. Its goal is to coordinate with the local public schools to help ease the transition of entering kindergarten for MEES preschoolers and their parents. The program also aims to inform both parents about the regular school environment and teachers about the migrant families' strengths, needs, and experiences. The program is divided into four major components: transitioning for parents; transitioning for programs; transitioning for children; and transitioning for communication. In the transitioning for parents component, teachers identify a parent that serves as a mentor to the transition project. Monthly parent meetings are also sponsored by the project. In the transitioning for programs component, project staff invite school administrators and kindergarten teachers to visit the family literacy project, in addition to other activities. The transitioning for children component takes the project's five-year-olds (next year's kindergarten students) and their parents to visit a school and kindergarten class; students also participate in activities with kindergarten students. The transitioning for communication component focuses on developing strategies to maintain a strong line of communication among the project, parents, and the school through informational letters, sharing meeting minutes, and sending invitations to the school to attend project activities.

Source: Oregon Families First project, internal document

However, if such resources are not available, the following steps and strategies may be helpful in developing and implementing adult education services:

1. **Review the Project's Needs Assessment**

Projects need to consider adults' education levels and compare their literacy in their native language and in English. Adults with diverse educational levels and literacy skills will come to the program. Some adults may be somewhat literate in English or in a language other than English; others may have low literacy skills. Also consider the participants' expectations about school, which in many countries is more authoritarian than it is in the United States. Some students, therefore, may not regard learning as a participatory process. Methods such as cooperative learning may need to be explained and practiced. Finally, projects need to recognize that migrant adults attend school for various reasons. Some may view school only as a place to learn English. Others may want to attend classes to receive their GED and qualify for higher skilled jobs. Whatever the students' reasons for attending school, the program curriculum should meet these needs.

2. **Deliver Adult Education Services**

Choosing an appropriate adult education program will depend largely on local context, including services already available in the community, as determined in the project's needs assessment. Possible delivery methods include:

- **Service delivery through existing adult education programs**. This is the method MEES programs most often use; it requires staff to work with local organizations and other programs, including community/junior/vocational colleges, state adult education programs, and district-level adult education programs, to provide adult education instructional services. Because this type of collaboration can be an efficient way of expanding limited funds, project coordinators say that adult education is best delivered in this manner.

  — ***Continue to be an advocate for parents***. If the choice is made to work with an outside organization to provide adult education services, continue to serve as an advocate for migrant parents. Develop agreements for adult education service delivery and monitor the programs frequently to ensure that MEES clients' needs are being served.

- **Hire adult education staff**. If collaboration with other adult education programs is not possible—for example, in remote, rural areas—adult education teachers may need to be hired and space reserved in which to hold programs. If the program is to be home-based, identify strategies for delivering adult education at home. Remember that good preschool or parenting education teachers are not necessarily qualified to teach adult education and that someone who teaches adult basic education may not be qualified to teach ESL. Contact Even Start, Head Start, other local family literacy programs, and district high schools to recruit staff.

DEFINITIONS

English as a Second Language (ESL) - Instruction for adults who speak a native language other than English, with the instruction designed to teach fluency and literacy in English. ESL classes are often sorted into various levels based on adults' English language fluency and literacy skills.

Adult Basic Education (ABE) - ABE programs provide adults with basic educational skills, primarily in reading and mathematical literacy. ABE programs are often coordinated with GED classes (see below).

General Education Development (GED) - Adult students without a high school diploma often work toward a GED. Many programs offer pre-GED classes to students without the fundamental skills to study for the GED test, as well as specific classes designed to help students pass the GED examination. GED tests are available in Spanish and English.

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- **A combination of methods**. Some MEES projects combine adult education with other program components. For example:

  — The Louisiana MEES program offers parents classes on nutrition as part of their adult education time. The Rural Agricultural Service often devotes the first 30 minutes of class working with parents on good nutrition.

  — The Hidalgo Even Start Project in Texas includes parenting topics in the ESL curriculum, including such topics as home-based family literacy and effective child-parent communication (McCollum & Russo, 1993).

  — The New York Home-based Migrant Even Start Project gathers information on parenting from magazines and newspapers that it uses as literacy lessons for adults.

A Home-based Adult Education Approach

Adult education services can be delivered through various approaches, depending on your populations' needs and location. For rural clients spread far apart, a home-based approach may prove to be the best choice. A self-guided home-study program, however, can be another desirable option. For example, New York's Giving Rural Adults a Study Program (GRASP) allows students to work toward their GED at home without attending a class or having a home visitor.

The final step is to monitor program effectiveness and quality. When program services, such as adult education or early childhood education, are the result of partnerships with other organizations in the community (or even when they are delivered internally), it is important to monitor participants' progress toward the identified outcomes and evaluate participants' satisfaction. Quick resolution of any problems that arise with the coordinating organization is essential.

Strategies that increase participation in adult education and parenting education include:

- **Provide incentives for adults to attend class**. Migrant adults spend long days at work, while also trying to raise a family. Incentives such as a hot meal can be helpful. Financial incentives to attend class are also a draw. For example, the Louisiana MEES program director obtained a JTPA grant to pay adult education participants a stipend equal to the prevailing minimum wage for time spent attending class. The stipend covers transportation and other incidental costs and provides encouragement not to miss class.

- **Offer transportation and child care**. These services may be available through an outside agency or provided in collaboration with other community services.

- **Enforce attendance policies**. Some projects have developed attendance policies to encourage parents to attend and remain committed to project activities.

Tip from the Field

Ask local school districts whether they can provide staff and reserve classroom space for adult education classes. In Florida, for example, school districts will provide adult education teachers if the project enrolls 15 full-time adult students. Contact the school district regarding its adult education policy early in the academic year; be prepared to submit a roster of adult participants to district personnel.

Implementing MEES Curricula

Most curriculum approaches, such as the ones described in the sections above, are based on a particular instructional approach. Considerations in implementing curricula include:

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- **Choice of home-based instruction, center-based instruction, or a combination of the two approaches**. Home-based instruction "acknowledges the potency of the parents and home in generating family literacy skills" (Ward et al., 1993, p. 1.1). The home-based approach helps parents see the family home as an educational laboratory, a place where everyday objects and experiences can be used for exciting educational activities. Center-based projects deliver instruction primarily in a centrally located space (e.g., a school, community center, or a church) to give parents an opportunity to receive feedback from their peers and project staff. Parents also can socialize and form support networks with other participants. A combination approach balances instruction provided at the home and the project site or center.

- **Selection of developmentally appropriate practices**. The concept of developmental appropriateness includes two dimensions: age appropriateness and individual appropriateness. Age-appropriate teaching methods "acknowledge the developmental characteristics and learning styles of young children" (Ward et al., 1993, p. 5.2). Practices include conversations with people and active involvement with concrete objects. Individually appropriate teaching methods recognize each child's unique capacities and aptitudes; staff observe children's progress and use the curriculum to build on their abilities and interests (Ward et al., 1993, p. 5.2).

- **Use of the home language in instruction**. Although the ultimate goal of family literacy projects is to develop the family's English language and literacy skills, selected use of the home language is a tool used in many projects to develop native language literacy en route to English language acquisition. (McCollum & Russo, 1993). Using the native language allows teachers to convey abstract academic concepts to participants, to show respect for the families' language and culture, and to model the benefits of being bilingual (McCollum & Russo, 1993, p. 25). For example, in a family literacy project in Salem, Oregon, the staff believed that maintaining the home language was important to the children's academic success. Therefore, home visits were conducted by bilingual staff and the native language was used in some activities. During one home visit, for example, a tutor developed the child's Spanish vocabulary, as her mother practiced conversational English and pronunciation (McCollum & Russo, 1993, pp. 26-27).

- **A focus on parents as partners and teachers**. The curriculum approach should embrace the concept that parents are their child's first and most valuable teachers.

- **A focus on intensity of services.** ESEA section 1205(4) requires projects to provide intensive instructional programs. Although the duration of services that any family receives is subject to their migration patterns, projects should strive to provide intensive services for the period that families reside in the MEES service area.

Typical issues that emerge during curriculum implementation. Family literacy projects confront many issues during curriculum implementation. Some of the typical issues that MEES staff should be prepared to address include:

- **Second language acquisition.** It is important to inform parents about bilingual education and the need to develop native language literacy. An Arizona MEES staff member suggested holding parent meetings on the topic. "Make parents knowledgeable. Give them a background on ESL and bilingual education so they can understand how children learn a second language."

- **Developing parents as first teachers.** Several project directors said that helping parents see themselves as their child's first teacher is a major challenge. "Parents may think that because they don't have a formal

Oregon's Families First Project: A Combination of Group-home and Center-based Instruction

The Marion Education Service District administers this whole-language, home-based program that serves migrant families living in six rural communities in Marion County, Oregon. A former MEES project, Families First has continued its original family literacy mission and program design. The program addresses four core areas of services: adult and child activities, adult literacy, child development, and parenting education. The theme of all services is the "empowerment of the parents of the preschoolers to provide lifelong guidance, support, and advocacy for their own children," according to internal documents.

A unique feature of the Families First program is the use of group home-based instruction for parent and early childhood education. The early childhood education component consists of two-hour sessions held three days a week, every other week, at host homes. A program van picks up groups of 10 participating children (and their parents, who are welcome to join) and takes them to the home of one of the group members, where a teacher and parents work side by side to guide the children through prepared activities and supervised play. Classes alternate among different participants' homes; the host parent acts as a teacher assistant.

A typical early childhood session begins with a welcome activity, such as an oral language development activity. The group next engages in keen motor activities using puzzles or cubes, followed by a theme-related activity (focusing on holidays, seasons, or cultures). After the theme activities the group breaks to eat a snack, which each child brings from home. After snack time, the group works on gross motor skills development. The session ends with a story or quiet activity.

The parenting education component consists of center-based classes offered every two weeks on Thursday nights and Friday mornings. During the class child care is available, and the children join their parents for activities at the end of the class. Parent educators select the content of each class session from a list of subjects identified through parent surveys, and discussions on topics range from child development to responding to health problems. One session featured a hands-on science experiment in which the teacher modeled higher order questioning, taught parents the scientific concepts behind the experiment, and then invited the children to join their parents in conducting the same experiment together.

education, they can't have an impact on the development of their child. The curriculum needs to involve parents in a teaching role. . . . parents need to see how important their presence is." One strategy is to have parents write stories about their place of birth and cultural heritage. The parents can then read the stories to their children. This type of parent literacy activity, the staff member said, helps parents realize that they offer something important to their child's educational development.

- **Continuity of educational services.** The educational services provided for migrant families are often cut short or vastly inconsistent from site to site across or within state or district lines. A major responsibility of projects serving migrant populations, therefore, is to contact the projects and schools in which the families may have been previously enrolled to identify the services they have received and thus maintain continuity of educational services to children and parents from site to site. The Michigan MEES project, for example, uses the Building Bridges curriculum because most of the project families migrate through the central stream from Texas, where the Building Bridges curriculum is used in many family literacy projects.

- **Scheduling classes around parents' work schedules.** Migrant parents may work long hours in the field and be tired when their work day is over. Projects must be flexible in their delivery of services to accommodate parents' full and sometimes unpredictable schedules, while at the same time meeting the legislative mandate to provide intensive instructional programs.

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- **Child care and transportation**. Parents may have difficulty getting to class and finding someone to sit with their children.

These factors, identified in the needs assessment, must be addressed to ensure adult participation.

Examples of Curriculum Approaches That Involve Home-based Instruction

New York State Migrant Literacy Project

Families who participate in New York's Migrant Home Literacy Program receive 18 weekly home visits. In a typical one-hour visit:

- The home visitor briefly reviews the lesson plan with the parent
- The home visitor answers parents' questions
- The parent reads a story to the child
- The parent participates in an activity with the child
- The home visitor reads or discusses a parenting education article with the parent
- The parent and home visitor discuss the parent's adult education activities; the home visitor offers encouragement and help, as needed
- The parent and home visitor discuss the visit; the home visitor helps the parent to comment about the visit in writing on a weekly planning and summary form
- The parent and home visitor discuss the lesson for the following week
- The parent and home visitor complete and sign a weekly planning and summary form

Source: Ward et al., 1993, p. 3.12

Pennsylvania MEES Project

During a typical home visit, a parent educator from a Pennsylvania MEES project plays age-appropriate learning games with children while modeling ways in which parents can help their children learn. For example, the staff member may ask a five-year-old child to match cardboard letters to an alphabet written on a banner or to identify letters from a jar of alphabet cereal. Although the parent educator leads the games, she encourages the child's mother to participate, demonstrating how she can help her child with each task. During the hour-long visit the migrant family and parent educator converse in Spanish. When the visit ends, the parent educator provides the family with materials, magazines, and a children's book to encourage the parents to remain engaged in their child's learning experiences.

Source: Levin et al., unpublished manuscript

California's First Teacher Project

California's First Teacher project uses a curricular approach that is designed to serve three- and four-year-old migrant students. Through weekly home visits, a trained home educator uses a one-on-one approach to involve parents in all aspects of their child's development. Staff use the participants' native language to stimulate parental involvement and strengthen young children's native language literacy skills. Although it teaches many skills, the program emphasizes 18 specific skills delineated on the Brigance Inventory of Early Development. These skills are associated with psycho-motor, cognitive, and social development. Staff also use Montessori teaching methods, which include a focus on the development of practical life skills. The project coordinator reports that the Montessori focus on life skills is especially appropriate for home-based instruction and materials.

Weekly home visits, which last approximately one hour, involve demonstrations of teaching techniques and the use of a home observation instrument to observe parents interacting with and teaching their child. After the lesson, the home educator and parent critique the lesson and discuss the child's progress.

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Making Home Visits to Implement a MEES Curriculum: Steps and Strategies

1. Set up a day and time for weekly home visits
2. Prepare materials for visit:
   - family files/background information
   - curriculum materials (paper, pencils, glue, scissors) and lessons
   - "while-you-were-out" notes to use if parents are not home
3. At the beginning of the home visit, set a positive tone. Greet families; be patient, be friendly, and don't get down to business right away; put parents at ease
4. Review the purpose and describe the activities of that day's home visit
5. Walk the parents through the task:
   - demonstrate the task; model behaviors
   - observe parent and/or child working on tasks; observe parent-child interactions
   - offer feedback on their performance; provide constructive and positive critiques
   - ask parents to critique the lesson; does it develop useful skills?
   - encourage parents to share their needs and goals for parent and early childhood activities
6. Close the visit on a positive note; leave lessons for families to practice at home; remind them of the next scheduled visit:
   - do not stay too long; remember to interact cordially
   - thank parents for their time
7. Record home visit observations and the activities that were conducted on home-visitation logs or forms

- **Finding appropriate, high-quality materials**. Finding materials can be challenging, especially in Spanish. The project should provide families with high-quality materials that are relevant to their lives. (See Appendix A for resources for identifying appropriate curriculum materials.)

Assessment of Participant Progress

What should be assessed? Assessments should measure the progress parents/adults and children have made throughout the program. Base assessments on project goals and expected outcomes. Typical areas to assess include literacy development; physical, emotional, and cognitive skills; and parent-child interactions.

When should assessment occur? Participant assessments should take place as soon as parents and children are enrolled (pre-assessment within the first week or month), during the course of the project, and when project activities for that session come to a close (post-assessment). A period of at least three months of intervention is recommended between pre- and post-tests. Ongoing assessments will help chart the families' progress throughout the program, allowing for midcourse changes if needed. To avoid duplicating testing, check to see if recent test results are available before pre-testing new families; some incoming families may recently have been tested if they were involved in a MEES or similar project at their last location.

Assessment instruments. Numerous assessment instruments exist to measure a family's progress throughout the literacy project. For children, projects often use the Peabody Picture Vocabulary Test (PPVT), or "child development checklists" or "preschool performance monitor" forms that ask the

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assessor to indicate a child's skill level on various activities, such as identifying colors, recognizing number symbols, and displaying finger and hand coordination. To assess adult literacy skills, some MEES projects use the Comprehensive Adult Student Assessment System (CASAS), the Test of Adult Basic Education (TABE), the Language Assessment Scales (LAS), or the Student Oral Language Observation Matrix (SOLOM). These are commercially available tests that rank adults in progressively proficient categories from non-English-speaking to fluent in English. Checklists and monitoring instruments also exist to assess parenting skills, such as the parent's ability to read to their children. (Sample pre-assessment forms for children and parents are included in Appendix B of this Resource Guide.) Project staff should also identify the assessments that may be required as part of the Even Start national evaluation in order to avoid over-testing or duplicating assessment efforts.

Literacy development of parents and children should be documented by a combination of relevant information, including anecdotal records and observations by teachers or parents over time. Standardized tests can effectively illustrate how adults and children are performing compared with other similar learners; however, MEES directors report that such tests are inappropriate for evaluating participants' progress in the early childhood or parenting components of the program. As a result, staff members from many MEES projects, along with staff from other family literacy projects, have devised their own internal assessment instruments to help them monitor children's and parents' attainment of literacy skills. For example, projects that implement a home-based approach use home-observation instruments to gauge parent- and child-skill levels. The New York MEES project has developed a preschool literacy assessment that uses whole language activities to measure a variety of skill areas, such as a child's initial book behaviors (i.e., turns pages, looks at the book without prompting). The New York project also developed a parent-child interaction self-assessment instrument (see Appendix B) that assesses parents' attitudes and behaviors with respect to their child's literacy development.

How to identify quality assessments. When selecting an externally developed assessment instrument, look for the following qualities:

- The assessment should be short, clear, and concise
- It should provide information on grade placement
- It should describe the type of training that staff members need to administer the test; moreover, it should provide training materials
- The assessment should be pilot-tested and normed on a population that is similar, especially with respect to language, to those whom the project serves
- The assessment should include pre- and post-assessments, or parallel forms—two different tests that measure the same information; pre- and post-assessments should be designed appropriately to measure growth
- The assessment should be able to be scored locally by project staff
- The assessment results should be easy to interpret

Typical problems that emerge when assessing migrant populations.

- **Parents' anxiety over testing**. Because of past negative experiences with school, migrant adults may manifest severe test anxiety. Let adults know up front that assessment is a part of the program, and make them aware of the goals of the assessment. Anticipate that some adults may refuse to participate in a MEES program because of their fear of testing, and be prepared to allay fears as much as possible.

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Selecting Language Assessment Instruments

Consider using the CASAS-ESL Form 10 rather than the regular CASAS instrument to measure language development. The regular CASAS instrument involves a large amount of written text and assumes advanced proficiency in English reading skills, which is often the last and most difficult skill that second-language learners acquire. The CASAS-ESL Form 10 uses more visuals in the reading and comprehension assessments, and it includes an audiotape to measure comprehension and oral language development.

- **Transiency**. Because of their mobile lifestyle, migrant parents often leave a project before they have been administered an exit or a mid-course assessment. The challenge is, therefore, to keep track of families' plans and mobility patterns to ensure that families are assessed before they leave the project. Publicize testing information. Circulate posters to announce testing dates and remind parents through one-on-one conversations and personal notes about upcoming assessment deadlines.

- **Home-base testing**. The family home can often be a noisy and distracting place to conduct an assessment. If this is the only place where project participants can take the test, try to travel in teams of two so that one staff member can administer the test while the other occupies other family members in the home. Bring a bag of toys, books, magazines, and other activities to occupy those individuals in the home who are not taking the test.

Assign a staff member to be the project's assessment coordinator. Because assessment is a particularly difficult task in projects serving migrant families, assign a staff member to serve as the assessment coordinator. This person's responsibilities might include selecting, ordering, and/or developing assessment instruments, training staff on assessment, and directing the administration of all assessments.

Examples of Family Literacy Projects That Use Authentic Assessments

- In 1995, Pennsylvania's Migrant Education Program initiated its first portfolio assessment program, which the MEES project currently uses. The portfolio consists of a collection of student work, a reflection on a selection of student work, and a projection that describes the students' goals or purposes. The program reports that the portfolio assessment provides a more comprehensive and accurate picture of the child's written and/or spoken English language and language development process than do more traditional standardized assessments.

- A family literacy project in Salem, Oregon, uses locally adapted measures to assess participants' literacy growth. These measures include observation checklists, participant self-assessments, and journals. To determine achievement gains, the project developed its own criteria-referenced test, along with "perceived change" interview guides and parent-child literacy behavior checklists adapted from SEA instruments (McCollum & Russo, 1993, p. 31).

- The New York MEES project developed a criteria-referenced preschool literacy assessment that measures emergent literacy among two- to five-year-olds. The developmentally appropriate instrument, available in Spanish and English, takes children through activities based on *The Very Hungry Caterpillar*, a children's story. The project director developed the assessment in consultation with experts on early childhood education, migrant education, and assessment. The assessment requires only the story, writing instruments, the assessment form, and a set of picture cards—making it easy for staff to use in home visits. Staff administer the assessment in a game-like, comfortable atmosphere. Other stories may be added to the assessment so that the same story is not repeated as the child progresses through the MEES project. (See Appendix B for sample instrument.)

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Data Collected during Home Visits Help Assess Family and Individual Progress

The Arkansas MEES project coordinator developed a home visit activities log used by home visitors during each visit. The coordinator summarizes the sheets each month, creating an ongoing record of each family's progress and problems, along with an overall picture of the program. The forms also provide the coordinator with a basis to interpret evaluation data. For example, if progress falls below the expected level, the forms may show extreme family circumstances that precipitated the situation.

Curriculum, Instruction, and Participant Assessment: A Checklist

1. **Choose the curricular approaches that are to be implemented for each portion of the program**

   - ☐ Use needs assessment information to determine the appropriate curriculum for the project's participants
   - ☐ Decide if and how the curriculum should be adapted to meet the participants' unique needs

2. **Decide how to implement the curriculum**

   - ☐ Decide on the best strategy and pedagogy to meet participants' needs
   - ☐ Decide how services should be delivered (e.g., home-based, center-based, or combination center- and home-based)
   - ☐ Identify and train teachers on the curriculum and pedagogical methods
   - ☐ Consider the typical issues that might emerge during curriculum implementation; determine how the staff might address these issues

3. **Decide how participants' progress will be assessed**

   - ☐ Decide on skills to be assessed, when assessments wil' occur, and what assessment instruments the project will use

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7. PROFESSIONAL DEVELOPMENT

Overview

The staff of MEES projects require training to develop the necessary skills to implement early childhood, parenting, and adult education; meet social service needs; promote a holistic approach to family literacy; and understand the migrant family experience. Therefore, continuous, high-quality professional development is vital (and required by section 1205(5) of ESEA) to maintaining an effective Snd successful MEES project. This chapter reviews basic steps in the provision of professional development, including preservice and inservice topics for each of the various program components.

Steps to Designing Professional Development

1. **How Should the Project Decide Which Professional Development Topics to Address?**

Before choosing topics for professional development, assess staff members' needs, interests, strengths, and weaknesses with respect to migrant education and family literacy. By listening to staff members and learning about their needs, project directors can determine what topics to address and how best to structure professional development activities. The decision about which topics to address through staff development should reflect the assessment of the needs of the migrant families that the project serves.

2. **When Should the Project Conduct Professional Development?**

Continual professional development experiences are essential to program success. To be effective, staff members must remain informed about new issues, ideas, and methods concerning the delivery of educational and social services to migrant and mobile populations. In addition, shared planning time should occur for all staff regularly. Collaborative planning time allows project staff to share ideas and resources and to discuss curriculum development, individual family cases, and parent involvement. Collaborative planning time should be built into the project's regular schedule, not simply added sporadically as the need arises.

Professional development for new staff is particularly important. New staff should receive a full orientation to the program's philosophy, along with the project's goals and activities. Orientation for staff should also address cultural and linguistic diversity and review migrant family needs and mobile lifestyles. Consider providing new staff members with mentors (veteran staff) who can offer guidance and answer questions.

3. **Who Should Conduct Professional Development?**

Tap into the professional development opportunities provided by the project's interagency partners—Migrant Education Programs, Head Start, Migrant Head Start, Even Start, Title I, Part A programs, school districts, and social service agencies. Contact the programs and agencies in the area to inquire about staff development activities. Project coordinators also recommend contacting the National Center for Family Literacy to learn about their staff training sessions, which include workshops on integrating the components of family literacy programs and parent-child interaction. In addition, project coordinators, parents, and other qualified personnel can serve as staff trainers.

Professional Development Opportunities: Developing Career Ladder Programs

Several project coordinators report that most MEES staff members are not credentialed specialists in either early childhood development or adult education, although many have relevant experiences. Several MEES projects are therefore considering the development of a career ladder program for their staff. For example, the Region II MEES project in Northern California is working with the local and state agencies, as well as the state's credentialing office, to develop a program that allows paraprofessionals to enroll in local junior colleges to receive a preschool certification. After they receive the certification, the paraprofessionals can enroll in a four-year institution, receive a B.A., and enter a teacher credentialing program. One goal of this program is to increase the number of bilingual-credentialed teachers in the state of California. In addition, the career ladder program will serve as a continuous source of professional training for MEES staff.

Topics for Professional Development

A brief list of topics offered by practitioners and depicted in the literature on migrant education and family literacy is provided below. These topics cover the following major project areas: project design and implementation; identification and recruitment; interagency coordination; and curriculum, instruction and participant assessment (adult, early childhood, and parenting education); and project evaluation.

1. **Project Design and Implementation**

Major professional development topics include:

- Conducting a needs assessment
- MEES program/family literacy philosophy
- Understanding the migrant population to be served
- Developing a project management plan using evaluation as a management tool
- Involving parents in project design, implementation, and evaluation

2. **Identification and Recruitment**

Key professional development topics include:

- Project and participant eligibility requirements
- Recruitment procedures; completing required recruitment intake forms; making referrals to social service agencies
- Communication skills—speaking and listening
- Cultural sensitivity and awareness
- Strategies for tracking incoming and outgoing migrant families
- Using database tracking systems
- Safety precautions

3. **Interagency Coordination**

Key professional development topics in this area include:

- The goal of interagency collaboration
- Identifying potential partners among services available in the region
- Developing and sustaining interagency partnerships
- Procedures and required forms for interagency referrals and coordination

4. **Curriculum, Instruction, and Participant Assessment**

Professional development in curricula and instruction must cover the three Even Start components—early childhood, parenting, and adult education. However, because adult education services are often provided by outside organizations such as community colleges, MEES staff may not be required to provide training in this area. Overarching topics of importance for professional development in curriculum and instruction include: (1) cultural

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awareness and sensitivity; (2) techniques for successful communication; (3) a strengths-based approach to instruction; and (4) techniques for conducting home visits and providing home-based instructional services. Key professional development topics for the three program components and participant assessment are listed below.

Early childhood education

- Child development (psycho-motor and cognitive development)
- Native language instruction; second-language acquisition and instruction
- The early childhood curriculum and instructional approach used by the project
- Instructional methods such as cooperative learning, thematic instruction, and emergent literacy
- Developing and using culturally, linguistically, and developmentally appropriate curricula and instruction

Parenting education

- The parenting education curriculum approach used by the project
- Adult learning theory
- Parents as teachers and partners in their child's education
- Strategies for parent empowerment
- Culturally and linguistically appropriate curricula

Adult education

- Adult learning theory
- Curriculum activities; teaching materials
- ESL; bilingual instruction; using the home language in instruction
- Awareness of migrant lifestyles and parents' work responsibilities

Participant assessment

- Authentic assessments (e.g., portfolio assessments and other qualitative methods for assessing participants)
- Externally developed pre- and post-assessment instruments that measure literacy behaviors, such as CASAS or other instruments developed by the project to measure literacy skills
- Establishing rapport between tester and test-taker; tips for lowering parent and child test-taking anxiety
- Interpreting test results
- Assessing linguistically diverse populations; and issues that emerge when testing migrant and highly mobile families
- Organizing test results so that they are easily transportable when families move

Professional Development in a Literacy Project Serving Migrant Families

In a former MEES project in Arizona, each staff member received an average of 100 hours per year in staff development. Before participants arrived for the school year, project staff spent a week discussing curriculum, scheduling, and topics for staff development. Throughout the year, staff participated in various training experiences, such as listening to guest speakers from the community, visiting other MEES or family literacy projects in the area, participating in joint training sessions with other local school districts, and attending workshops conducted by the state department of education. The project also organized a staff field trip to migrant families' worksites to enhance their understanding of migrant working conditions. The staff reported that this experience helped them understand the high demands placed on migrant parents and how difficult it is for parents to find the energy to attend evening classes or center-based activities. The staff also sponsored a field trip to a few schools in Mexico to introduce American-trained staff to the previous educational experiences of migrant families.

Source: Levin et al.(unpublished manuscript)

5. **Project Evaluation**

If possible, staff development on project evaluation should be a collaborative process that includes the project evaluator. Key staff development topics include:

- Project evaluation as a continuous process
- Evaluation as a project management tool
- Setting goals, desired outcomes, and indicators of progress
- Outlining activities and strategies to meet target results
- Data collection and analysis; data sources; organizing data/record keeping systems
- Using data to modify and improve the project

Curriculum, Instruction, and Participant Assessment: A Checklist

1. **Choose the curricular approaches that are to be implemented for each portion of the program**

   - ☐ Use needs assessment information to determine the appropriate curriculum for the project's participants
   - ☐ Decide if and how the curriculum should be adapted to meet the participants' unique needs

2. **Decide how to implement the curriculum**

   - ☐ Decide on the best strategy and pedagogy to meet participants' needs
   - ☐ Decide how services should be delivered (e.g., home-based, center-based, or combination center- and home-based)
   - ☐ Identify and train teachers on the curriculum and pedagogical methods
   - ☐ Consider the typical issues that might emerge during curriculum implementation; determine how the staff might address these issues

3. **Decide how participants' progress will be assessed**

   - ☐ Decide on skills to be assessed, when assessments will occur, and what assessment instruments the project will use

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8. PROJECT EVALUATION

Overview

This chapter reviews the steps in designing and conducting a project evaluation. Ideally, this evaluation is a collaborative process in which the program staff and the external evaluator required by ESEA section 1205(10) work together to examine program processes and progress toward project goals. As noted earlier in this Resource Guide, if possible, the project evaluation should also be aligned with the requirements of the national evaluation of Even Start. This chapter reviews the major issues involved in evaluating services for migrant families, along with strategies and ideas for project evaluation, including qualities to look for when identifying external evaluators. Note that this chapter focuses on designing the overall evaluation of the project; the assessment of individual participants' progress—an integral part of the success of the project—is discussed in Chapter 6, "Curriculum, Instruction, and Participant Assessment."

Steps in Project Evaluation

A continuous evaluation plan, designed early in the project application and development phase, helps set project goals, anticipated results, objectives, activities to meet those goals, and indicators to monitor progress toward anticipated results. In this way, a project evaluation plan serves as a management tool to help structure and monitor the program and inform continuous program improvement efforts. The evaluation should also provide clear data on program effectiveness to help the project show the value of its services to current and potential funders (this is particularly important for projects nearing their final year of eligibility for MEES funds).

Evaluating projects serving migrant and mobile populations is especially challenging. Because the number and types of families being served is always shifting, it may be necessary to revise the evaluation plan to modify project activities and anticipated results. With this caveat in mind, the following step-by-step guide to designing a continuous project evaluation system is presented below.

1. When Should the Evaluation Process Start?

Evaluation should begin at the earliest stages of project development. The federal notice inviting applications for new MEES awards states that applications will be reviewed to determine the quality of the evaluation plan for the project. Beginning the evaluation process early will also help project staff to develop local project goals and a long-term management plan. Evaluation activities should continue on an ongoing basis to monitor the project's progress and provide feedback for necessary modifications.

The National Evaluation of the Even Start Program

The MEES program grant requires all MEES projects to participate in the national evaluation of the Even Start program. All projects are responsible for keeping records on participants and project activities and for completing data collection activities annually. The reports are submitted through an automated system or by using machine-readable forms. Grantees must cooperate with ED's initiative by adopting a local evaluation that is consistent with the national evaluation, if possible. The national evaluation is required under section 1209 of the ESEA.

The first step in beginning the evaluation process is to select an independent project evaluator, as required by ESEA section 1205(10). Qualities to look for in an evaluator include:

Evaluation Principles

Making Information Work for You: A Guide for Collecting Good Information and Using It to Improve Comprehensive Strategies for Children, Families, and Communities (1997) offers the following suggestions to help build quality, credibility, and relevance into an evaluation: (pp. 6-7).

Engage the community. Encouraging the participation of all stakeholders in the community is critically important. Recognize that all groups, especially parents and teachers, have valuable experiences to bring to the project and deserve a voice in determining the project's goals, strategies, and measures of success. Also, community participation will help in building support for any collaborative efforts. Enlist as many groups as possible, from both the public and private sectors, so that every possible community resource is used to its fullest potential.

Pay attention to community context. Understanding the community and its condition is vitally important. The project should address and be responsive to the specific needs, strengths, and resources of the community. Monitor events and trends in the community that will affect the project.

Use varied perspectives. Although the primary objective of the project is to improve results for migrant children and families, it is important to examine the project from multiple perspectives to develop a more comprehensive picture of its strengths and weaknesses. For example, it might be useful to track results for many different levels of impact—on the child, family, community, and system. This multi-dimensional analysis will help the project to target services more precisely and respond to various needs more efficiently.

Gather several types of information. Collect both quantitative (numerical) and qualitative (descriptive) data. As information needs change in the course of implementing the project, it will be easier to obtain the information needed if procedures for producing different types of data are built in.

Remain flexible. Communities are diverse and dynamic; as new information indicates changes in conditions and resources, modify the goals and strategies of both the project and evaluation plan.

- An understanding of the migrant population and how mobility issues may affect the evaluation
- A locally based evaluator who can meet face-to-face with project staff throughout the evaluation process
- A flexible time schedule to accommodate migrant work schedules and mobility patterns
- Openness to working with project staff and meeting with all parties involved in the project to design and implement the evaluation

To identify outside evaluators, contact local colleges to identify faculty who can serve as evaluators or consultants to help develop an evaluation plan. In addition, contact other projects serving similar populations (Even Start, Head Start, Migrant Head Start) to inquire about the external evaluators they use.

2. Who Is Involved In Designing and Conducting the Project Evaluation?

The project evaluation plan should be an inclusive process. Project coordinators recommend involving all relevant stakeholders in the program (e.g., parents, interagency and school partners, project staff members, parent/guardians, and community residents) to gather input on project goals, activities, and indicators to measure progress. A project coordinator in Michigan strongly suggests that the project's evaluation plan be communicated to all parties at the very beginning of the project and throughout implementation: "Staff need to know from the get-go what data they need to be gathering. You need to communicate exactly what will be looked at. The worst thing is to spring it on [staff] at the end. If you do this, then [staff] will have to reconstruct information, and you will not get an accurate picture."

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3. What Are the Evaluation Stages?

Migrant education manuals and other evaluation guidebooks offer helpful step-by-step strategies for designing and implementing various stages of project evaluation. Below, a brief review is provided of the stages discussed in two useful guidebooks, *Options and Resources for Achieving Credit Accrual for Secondary-aged Migrant Youth: Evaluation Procedures* (1994), and *Making Information Work for You: A Guide for Collecting Good Information and Using It to Improve Comprehensive Strategies for Children, Families, and Communities* (1997).

- **Stage 1: Setting local project goals and desired outcomes**. Working with the independent evaluator and all of the relevant parties involved in the project, develop broad goal statements for the overall project and the specific components (e.g., identification and recruitment; interagency coordination; curriculum, instruction, and assessment; and staff development). Information gathered from a needs assessment of the target population will help identify local project goals. In addition, consider the following questions: "Where are we in relation to where we want to be?" and "What is the project capable of achieving given the current level of formal and informal supports?" (Wagner et al., 1997, p. 12). Addressing these question will also help determine reasonable target results for each goal. Desired outcomes should reflect long-term measurable objectives that are understandable and realistic. The *Options and Resources* (1994) evaluation manual suggests that desired outcomes should meet the following test:

  (1) Is the desired outcome important to the success of the program?
  (2) Is the desired outcome challenging, yet attainable?
  (3) Can the information needed to assess the desired outcome be easily gathered, analyzed, and reported? (p. 5).

The *Options and Resources* (1994) evaluation guide recommends using the acronym, "GOST," to develop goals and desired outcomes:

- **G** - Does the goal state what is to be accomplished?
- **O** - Does an outcome indicator statement describe what will be used to measure success?
- **S** - Is there a standard or performance level that describes the level of success that will demonstrate substantial progress toward meeting the goal?
- **T** - Is the time frame mentioned during which the program will be carried out and its success measured?

- **Stage 2: Outline strategies and activities to achieve desired outcomes**. For each goal, identify the activities that will be implemented to accomplish the desired outcome. Activities and strategies should be identified and developed in a logical, coherent sequence; for each desired outcome, make sure you can explain how and why the strategies you choose will accomplish the result you seek (Wagner et al., 1997, p. 18-19). The result of stage two should lead to a "road map" that outlines the steps that will be taken to reach each desired outcome.

- **Stage 3: Establish indicators of progress**. Indicators used for a program's evaluation should be aligned with indicators specified in the national evaluation of the Even Start program. In developing an evaluation plan, the project could use the road map developed above to select indicators of progress. The progress indicators should measure whether the activities and strategies are leading to desired results. Progress indicators might involve either an increase in the number of parents involved in project and early childhood education activities or a rise in the literacy rates for adults and children.

- **Stage 4: Collect and document data**. The *Options and Resources* (1994) evaluation manual suggests four basic sources of data on project activities and outcomes: (1) project records (e.g., teacher activity logs,

participant files, assessment records, interagency coordination forms); (2) staff self-reports (e.g., weekly or monthly reports on project activities); (3) observations of project activities (e.g., home observations); and (4) surveys and questionnaires of parents, kindergarten teachers, and/or interagency partners.

- **Stage 5: Analyze and use information**. The analysis of the data collected is typically conducted by the independent evaluator. The first step in data analysis is to summarize the quantitative data, either on a computer or by hand tally. Qualitative data (e.g., interviews) will need to be reviewed to identify themes and patterns. Once the evaluation data are compiled and analyzed, project stakeholders and the independent evaluator should work together to develop a plan to identify ways to modify program activities and revise the evaluation approach as needed. It is especially important to share evaluation data with parents, staff members, interagency partners, and appropriate community members so that all parties have an equal voice in modifying and improving the project. Evaluation data should also be shared with current and potential funders.

Even Start Quality Indicators

To assist Even Start projects in their efforts to implement high-quality programs, RMC Research Corporation's *Guide to Quality Even Start Family Literacy Programs* (1995) outlines quality indicators for Even Start projects in ten key areas: (1) integration of components; (2) collaboration; (3) recruitment; (4) parent-child interactions and parenting education; (5) home visiting; (6) adult education/adult literacy; (7) early childhood program settings; (8) retention of families; (9) transitions; and (10) staff development. Quality indicators in each of these areas describe conditions associated with high-quality programs, as determined through theory, research, and practice. In addition, each topic area includes indicators of possible problems and snapshot descriptions of how the quality indicators can be implemented in practice. The guide also includes a program self-assessment tool based on the quality indicators. Although the authors note that some of the quality considerations may not apply or may apply very differently to programs serving special populations, such as MEES programs, the guide can still be a very useful tool. RMC Research Corporation is currently developing a special quality indicators guide for MEES programs.

Organizing Project Data

The *Options and Resources* (1994) evaluation manual recommends setting up forms and files when the project first begins. "The use of a three-ring binder to store information on each evaluation topic (i.e., curriculum, staff development) will help organize the data and keep the information readily available" (p. 1). Project coordinators also suggest developing some type of recordkeeping system to organize incoming data.

Continuous Improvement: Using Evaluation Data to Improve Project Operations

The Arkansas MEES project hired outside researchers from a local university to develop a computer program that allows ongoing information gathering on project implementation and effects. Using the national evaluation guidelines and local project goals and objectives, the researchers designed a program that includes eight major files: family-child-adult information (intake data); adult testing data; child testing data; family mobility/transfer information; home visit reports; interagency coordination information; staff development activities; and in-kind contributions. Every week, staff members enter information into each file's question set. The computer program runs from January 1st to December 31st. Researchers collect information throughout the year and write an annual report in February.

The project director notes that information collected from the evaluations has been used regularly for project improvements. For example, an early evaluation revealed that the project's source of data—anecdotal records—were difficult to interpret, manage, and categorize. By themselves, the anecdotal records provided little useful information on family literacy development. Based on this evaluative information, the project staff decided to add a home screening questionnaire as a data collection tool. The screening instrument lists factors within a home environment that are related to a child's growth and development. The questionnaire is given to parents upon enrolling in the project and at the end of the project year (see Appendix B for a sample home screening instrument).

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Project Evaluation: A Checklist

1. **Start the evaluation process at the earliest stages of project development**

   - ☐ Select an external evaluator
   - ☐ Use the evaluation process to help develop project goals and a long-term management plan
   - ☐ Develop an evaluation plan that monitors the project's progress toward goals and provides information for necessary refinements

2. **Collaborate and coordinate with other interagency and community partners**

   - ☐ Ask relevant stakeholders for their suggestions about the evaluation plan

3. **Review and use steps to designing and implementing a continuous evaluation approach as a guide to the process**

   - ☐ Set local project goals and determine desired outcomes
   - ☐ Outline strategies and activities to achieve desired outcomes
   - ☐ Establish indicators of progress
   - ☐ Collect and document data
   - ☐ Analyze and use evaluation information

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9. CONCLUSION

The purpose of this Resource Guide has been to offer basic tips and step-by-step strategies for individuals who are interested in developing or enhancing a Migrant Education Even Start project. With the information and ideas presented here, the readers of this how-to manual will be able to anticipate and manage the issues that typically arise during the development and operation of projects serving migrant and mobile families. Below, a summary is provided of some of the major ideas and strategies presented in Chapters 2 through 8.

- **Chapter 2: Getting Started.** Starting a MEES project, or one based on such an approach, begins when an applicant first considers the idea and then actually decides to apply for funds. Important steps in the project application process include learning about the MEES program and overall family literacy philosophy, designing a project around the needs of families who are likely to participate, and learning about and completing basic application requirements. It is also essential to identify interagency partners and other sources of funding to provide additional supports and services to help start and implement the project.

- **Chapter 3: Project Design and Management.** Conducting a needs assessment of the migrant families served by the project is perhaps the most important element of project design. Needs assessment information will determine the design of all project components, including the selection of project goals and the development of a long-term management plan. Key management issues include staffing the project, establishing a budget, and involving parents in project design and ongoing operations.

- **Chapter 4: Identification and Recruitment.** I&R is a challenging task for projects serving mobile families. To identify, recruit, and gather important information on family needs, work together with other programs serving migrant families (e.g., Migrant Education Program, Migrant Head Start, Even Start) to share recruiting personnel. Also collaborate with schools and other organizations that serve migrants to identify and keep track of project participants.

- **Chapter 5: Interagency Coordination.** Collaborating with other agencies and programs targeting similar populations is the signature issue of a MEES project. Establish partnerships with other agencies and programs to secure additional funding, materials, staff, professional development, identification and recruitment referrals, and assistance with project evaluation. Coordinating with other MEES projects and federal programs serving migrants within and across states also helps to provide a continuous flow of services to migrant families as they move from site to site.

- **Chapter 6: Curriculum, Instruction, and Participant Assessment.** Deciding the type of curriculum approach and instructional strategies to use in a MEES project will depend heavily on the needs (e.g., language, literacy, cognitive, parenting needs) of the families being served. Qualities to look for in a curriculum approach include cultural and linguistic relevance, a focus on parents as teachers, and flexibility to adapt to individual needs. Assessing the academic progress of most migrants is especially challenging because they often move before a required assessment can be administered. One way to help ensure that families are assessed properly is to hire an assessment coordinator to stay on top of assessment deadlines. It is also important to select assessments that offer a comprehensive and accurate picture of the cognitive and

linguistic development of second language learners.

- **Chapter 7: Professional Development.** Continuous, high-quality professional development is vital to maintaining an effective MEES project. Project staff require skills and up-to-date information in many areas, such as curriculum and instruction, family literacy, and evaluation. An assessment of staff needs will help a project to determine topics for professional development. Tap into professional development opportunities offered by interagency partners.

- **Chapter 8: Project Evaluation.** A plan to continually evaluate the project's overall progress (as opposed to participant assessment reviewed in Chapter 6) should be developed early in the project application and development stage. The first step in this process is to select an independent project evaluator. If possible, the local evaluation should be consistent with the requirements of the national evaluation of Even Start.

Throughout this Resource Guide, capacity building has been a recurring theme—the need to build strong, effective projects that can continue beyond a four-year funding cycle. These strategies—the building blocks that support MEES projects regardless of their specific menu of services—are summarized below:

- **Take Early Steps to Form Partnerships with Other Agencies and Related Programs.** The most important step to building program capacity is to establish early contacts and linkages with other federal and state programs and social service agencies (e.g., Migrant Head Start, Migrant Education Programs, Even Start, Title I, Part A). Interagency collaborations must be meaningful and based on reciprocity. A good relationship can be initiated by making face-to-face personal contacts and forming interagency committees. Forming these committees helps facilitate long-term community support for the MEES program.

- **Do Not Depend on One Source of Funding; Solicit Volunteers and Donations.** According to ESEA section 1204, Even Start grantees are required to contribute a local share to their annual total program cost. The amount of the federal share is limited to 90 percent in the first year, 80 percent in the second year, 70 percent in the third year, 60 percent in the fourth year, and 50 percent in subsequent years. The local share may be provided in cash or as in-kind support, and may be obtained from any source other than Even Start, including federal funds under Title I.

  One project coordinator observed:

  > You won't have Migrant Even Start funds forever, so you need to look at the long term. Some [who administer] federal programs make the mistake of relying on one source. They use the money as a quick fix, and when the money is gone, that's it—the program and the commitment are gone. If you quit when the money is gone, that means there wasn't a commitment in the first place.

  Work with the community to solicit volunteers and donations. Churches, schools, and other community organizations are often good sources of volunteers who can help with program activities and provide donations (e.g., refreshments, toys, clothing). Rounding up a steady group of volunteers from the area not only ensures compliance with the legal requirements for Even Start, but also helps create a sense of community ownership for the project and institutionalize the project within the community over the long term.

- **Establish a Continuous Identification and Recruitment Process.** The home/school liaison or other staff member in charge of recruiting must set up an effective system for continuous identification of eligible participants. Continuous I&R helps sustain the need for your MEES program and

ensures that the needs of migrant families are being served.

- **Conduct Public Outreach.** Maintaining a high profile in the state and region will help publicize the project and attract additional supporters. Program coordinators suggested making presentations about the program at conferences and to local agency and school staffs. Set aside funds to conduct radio and television spots, print newsletters, and develop other publicizing efforts; take advantage of free public service announcements to inform the community about the services. Several MEES projects have developed videos of their services that are used during presentations to solicit support.

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APPENDIX A

RESOURCES

The following projects and organizations can provide general information and technical assistance on developing and implementing a family literacy project serving migrant and mobile populations.

Migrant Education Even Start Coordinators and Migrant Education Program State Directors

To learn more about the MEES program, contact current or former MEES project coordinators in your state or call the state's Migrant Education Program director. These individuals may provide valuable information on the kinds of issues involved in the development and implementation of a migrant family literacy project. The projects with an asterisk (*) are no longer federally funded.

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National Institute on Early Childhood Development and Education
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U.S. Department of Education
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U.S. Department of Education
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New Generations System (NGS)
Texas A&M University-Kingsville
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MIS 2000
Management Service to Education Data
24 Lantern Hill
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2510 North Dodge Street
Iowa City, IA 52245
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Shadow Systems
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For more information on the curriculum approaches described in this book, contact:

AVANCE Parenting Education Curriculum
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Curriculum and Sales Department
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The Bowdoin Method
Webster's International, Inc.
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Home Instruction Program for Preschool Youngsters (HIPPY)
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Lekotek Play Sessions
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Montessori Programs
American Montessori Society
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New Parents as Teachers Project (NPAT)
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The Nurturing Program
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Systematic Training for Effective Parenting (STEP)
The American Guidance Service
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Parents And Children Together Time (PACT)
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Reading in a Kit
Wisconsin PASS Program
Mr. Frank Kazmierczak, Coordinator
CESA No. 8
223 West Park Street
P.O. Box 320
Gillett, WI 54124-0320
Telephone: (414) 855-2114

APPENDIX B

SAMPLE PROJECT FORMS

DETERMINING MIGRANT FAMILIES' NEEDS

Sample Forms

- Sample Family Intake Form
- Family and Child Needs Assessment Form
- Family Assessment and Referral Form
- Parent Survey

Intake Form

(REV. 8-95) *POINTS RATING:____*

FAMILY CODE: AR09-_____INTERVIEW:___/___/___ START:___/___/___

FAMILY SURVEY QUESTIONNAIRE

Father/Male guardian's name _____
Birthdate___/___/___Age _____
Highest Level of Education Completed _____
Occupation _____

Mother/Female guardian's name _____
Birthdate___/___/___Age _____
Highest Level of Education Completed _____
Occupation _____

Name all others in household	*B/date*	*Grade*	*Relationship*	*1st Lang*
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

ADDRESS _____
*PHONE:*_____*Permanent Home Community:* _____
Length of time in present community: _____

PRIMARY LANGUAGE OF THE HOME (Circle one):
*English Spanish Laotian Vietnamese Other*_____

*Please list below **NEEDS** of your children or family. Write in those specific things or services which are unavailable to you or inadequate at this time.*

___EDUCATIONAL NEEDS (Examples: learning to read English, GED)
_____
_____

___HEALTH NEEDS
_____
_____

___HOUSING NEEDS
_____
_____

___SOCIAL SERVICE NEEDS (Examples: transportation, where to go)
_____
_____

___OTHER NEEDS:
_____
_____

* Arkansas MEES; p.1 of form

Pennsylvania Migrant Family and Child Needs Assessment (Children Ages 0-5)

Site: _____ Assessor: _____ Person Interviewed: _____
Title: _____ Date of Assessment: _____

I. Child Information:

Child's Name: _____ Address: _____ County: _____
DOB: _____ MSRTS/MNE: _____ QAD: _____ Home Language: _____
English Language Proficiency: Non Limited Fluent No. of Siblings: _____

II. Does your child currently attend child care: Y N preschool program: Y N

How is child care provided while you and your spouse are working or at educational training?

- ☐ Relative/friends/sibling
- ☐ Migrant Family Group Day Care Home (Program Funded)
- ☐ Migrant Day Care Center
- ☐ Other Day Care Center

☐ AM ☐ PM ☐ ALL DAY

Where (Address):

_____
_____
_____
_____

Is day care satisfactory? Yes ☐ No ☐ Why:

_____

- ☐ Preschool Handicapped Center
- ☐ Head Start: Migrant Non Migrant
- ☐ Even Start: Migrant Non Migrant
- ☐ School District preschool program
- ☐ Other preschool program

☐ AM ☐ PM ☐ ALL DAY

Where (Address):

_____
_____
_____
_____

Is preschool satisfactory? Yes ☐ No ☐ Why:

_____

Parent Employment Information:

Father/Guardian Employed: Y N Mother/Guardian Employed: Y N

Is the lack of adequate and/or affordable child care an inhibiting factor in seeking employment or educational training? Y N

Family has transportation for child care: Y N NA Transportation for center/school visits: Y N NA

Family has applied for Medicaid/Medicare: Y N If yes, is the family part of EPSDT providers: Y N

Developmental Indicators

Qualifying questions may be asked to expand upon the Developmental Questions indicators

Does your Child?

- do the following activities?
  - ☐ Y ☐ N child can roll over (by 7 months)
  - ☐ Y ☐ N child can sit by himself (by age 1)
  - ☐ Y ☐ N child can walk by himself (by age 2)
  - ☐ Y ☐ N child can run (by age 3)

REFERRAL
Date Made:_____
Program Referred To:

- seem to have trouble hearing?
  - ☐ Y ☐ N child startles or turns in general direction of loud or new sounds
  - ☐ Y ☐ N child recognizes his own name and "no" (by 9 months)

- constantly rub his/her eyes or squint?
  - ☐ Y ☐ N child focuses on small objects the size of a pea, raisin or penny (by 8 months)
  - ☐ Y ☐ N child holds books/pictures/objects very close to look at

- have trouble learning new things?
  - ☐ Y ☐ N child looks for a hidden object/person (by age 1)
  - ☐ Y ☐ N child plays action games such as "pat-a-cake," "so-big," "peek-a-boo" (by 18 months)
  - ☐ Y ☐ N child has trouble learning new things such as people's names, objects, body parts, colors, etc. (by age 3)

- have behavior problems that interfere with family life?
  - ☐ Y ☐ N (by 3 years or more)

- need to wear diapers or be fed by someone else?
  - ☐ Y ☐ N (by 3 years or more)

- follows simple directions like "get your coat"? (by 3 years or more)
  - ☐ Y ☐ N without your gesturing (looking or pointing), child follows simple directions: "put the paper on the chair"; "give the paper to Mommy"

- speaks clearly more than a few words at a time? (by 3 years or more)
  - ☐ Y ☐ N child uses specific words which mean the same thing each time he/she uses them?

Additional Comments:

☐ HEALTH ALERT ME-38

MIGRANT EDUCATION - REGION II

Family Assessment/Referral Form

FAMILY NAME: _____ # IN FAMILY: _____

ADDRESS: _____

HOME LANGUAGE: _____ TELEPHONE: _____

EDUCATION	OK	NEED	N/A	COMMENTS
SCHOOL LUNCH				
DROP OUT(S)				
PARENT LITERACY				
OTHER				
HEALTH	OK	NEED	N/A	COMMENTS
HEALTH PROBLEM(S)				
PHYSICAL EXAM(S)				
DENTAL				
IMMUNIZATIONS				
OTHER				
HOME/SOCIAL	OK	NEED	N/A	COMMENTS
EMPLOYMENT STATUS				
ANNUAL INCOME				
AFDC/FOOD STAMPS				
MEDI-CAL				
HOUSING				
TRANSPORTATION				
CLOTHING				
COUNSELING				
OTHER				

FAMILY STRENGTHS/FAMILY REFERRAL/GENERAL COMMENTS

COMPLETED BY: DATE:

/CM:th 10/93

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PARENT NEEDS ASSESSMENT SURVEY
EVALUACIÓN DE NECESIDADES FAMILIARES

Parent's Name: _____ Date: _____
Nombre del padre: _____ Fecha: _____
Child's Name: _____
Nombre del niño: _____

INSTRUCTIONS: On the first visit to the family, review the following topics with the parent. Place a check mark in front of three topics in which the parent expresses an interest. Write the date on which information about a specific topic was completed. When all three topics have been presented, please have parents select three topics from the list or suggest some of their own.

INSTRUCCIONES: En la primera visita con la familia revise esta lista. Por favor cheque tres temas en los que los padres muestren interés. Escriba la fecha en la cual los temas fueron completados. Cuando haya terminado de presentar los temas, haga que los padres seleccionen tres más de la lista o de los que ellos sugieran.

Check ✓	***Safety:*** ***Medidas de Seguridad:***	Date Presented Fecha de presentacion
	Toy Safety Seguridad con los juguetes	
	Water Safety Seguridad con el agua	
	Safe Play Indoor/Outdoor Jugar con seguridad adentro y afuera	
	Poisonous Substances and Pesticides Substancias venenosas y pesticidas	
	Lead Poisoning Intoxicación de plomo	
	Safety Around Farm Equipment Seguridad con maquinaría de granja	
	Bus/Street Safety Seguridad en la calle	
	Baby/Child Proofing Your Home Tener un casa segura para los niños	
	Car Seats Sillas de protección en los carros	
	Health/Nutrition: ***Salud/Nutrición:***	
	Body Awareness Conocer su cuerpo	
	Dental Care Cuidado de los dientes	
	Baby Bottle Mouth No mamilas para dormir	
	Who's Who in a Hospital Quién es Quién en el hospital	
	Choking Asfixiando	

Check ✓		Date Presented Fecha de presentacion
	Importance of Exercise Importancia de los ejercicios	
	Immunizations/Check-Ups Imunización/vacunas	
	How to Take Your Child's Temperature Como tomar la temperatura	
	Child Nutrition Nutrición para niños	
	Sun Safety Precauciones con el sol	
	Ear Infections Infecciones de los oídos	
	Healthy Snacks Bocadillos saludables	
	Education/Educación: ***Library/Biblioteca:***	
	Guide to "Academic Lingo" Comprender el lenguaje de los maestros	
	How to Raise Good Readers Como desarrollar buenos lectores	
	Talking to Schools Hablar en las escuelas	
	Going to School Yendo a la escuela	
	Child Development Desarollo de los niños	
	How to Help with Homework Como ayudar a los niños con tareas	
	Discipline: ***Disciplina:***	

Check ✓		Date Presented Fecha de presentacion
	Self-Esteem Auto estima	
	How to Talk to Kids Como platicar con niños	
	Temper Tantrums Niños de carácter fuerte	
	Talking Back Resongar	
	Name Calling Insultar o poner apodos	
	Fighting Pelear	
	Destroying Property Destrucción de las cosas	
	Taking Thir :s Robar Cosas	
	Getting Into Things Tocando y jalando las cosas	
	Tattling Chismes - rumores	
	Whining Lloriquear	
	Impatience Impaciencia	
	Stubbornness Terquedad - intrancigencia	
	Wandering Away Vagando	
	Sharing Compartiendo	
	Community Resources: ***Recursos en la comunidad:***	
	Toll Free Hot Lines Líneas telefónicas gratuitas	
	WIC	
	Social Service Information Información de servicios sociales	
	Parenting: ***Como ayudar a los padres a ser mejores padres:***	
	Birth Order Orden de nacimiento	
	Wetting Pants Orinarse en la ropa	
	Bed Wetting Orinarse en la cama	
	Not Eating No comer	
	Sibling Rivalry Rivalidad entre hermanos	

Check ✓		Date Presented Fecha de presentacion
	Getting Your Kid to Become Friends Conseguir que sus hijos sean amigos	
	Choosing Toys Escoger juguetes	
	Proper Fitting Shoes/Clothes Poner los zapatos y la ropa apropiadamente	
	General:	
	Family Traditions Tradiciones familiares	
	Family Budgeting Presupuesto familiar	
	Getting Your Driver's Permit Como obtener su permiso de manejar	
	ESL/Literacy Inglés como segundo idioma	
	Food Comida	
	Banking El Banco	
	Being Able to Help My Child in School Ayudando a mis hijos en la escuela	
	Housing Vivienda	
	Post Office El Correo	
	Emergencies Emergencias	
	Hospital Hospital	
	Child Care Cuidado de niños	
	Clothing La ropa	
	Money Dinero	
	Holidays Días de fiesta	
	Telephone Teléfono	
	Gas Station Gasolinera	
	Work Related Vocabulary Vocabulario del trabajo	
	Citizenship Ciudadanía	
	Others: ***Otros:***	

IDENTIFICATION AND RECRUITMENT (I&R)

Sample Forms

- I&R Services Referral Forms
- Adult Education Referral Form
- Participation Agreement

Fresno County
Office of Education

Referrals for I & R to Supportive Services Liaison

Referral Made By: _____ Community Liaison: _____
School: _____ Date Received: _____
Date: _____

Room No.	Name	B.D.	Address/Phone	Parent Name(s)	Eligible and Status	Not Eligible

White: Supportive Service Liaison *(White will be returned to originator after the Supportive Service Liaison has determined eligibility.)*
Yellow: District Contact Person • Pink: Migrant Clerk/Originator of Referral

ONE FORM PER FAMILY

A:Referral.91/dg MIG • mg 4/95

Fresno County
Office of Education

Referrals for I & R to Supportive Services Liaison

Referral Made By: _____ Community Liaison: _____
School: _____ Date Received: _____
Date: _____

Room No.	Name	B.D.	Address/Phone	Parent Name(s)	Eligible and Status	Not Eligible

White: Supportive Service Liaison *(White will be returned to originator after the Supportive Service Liaison has determined eligibility.)*
Yellow: District Contact Person • Pink: Migrant Clerk/Originator of Referral

ONE FORM PER FAMILY

A:Referral.91/dg MIG • mg 4/95

EVEN START ADULT EDUCATION REFERRAL FORM

County: _____

Date Completed: _____

	Grade Completed	Country	Need ESL
Mother's Name: _____	_____	_____	_____
Father's Name: _____	_____	_____	_____

Address: _____

Telephone (if available): _____ Recruiter/Community Liaison: _____

Check Services Client Refers To:

Adult Services					Parents as Partners	
CC	CHS		LIU			
ESL	ESL	Literacy ABE/GEDL	ESL	Literacy ABE/GED	PIAGET	Parenting Skills

Comments:

Children Needing Child Care.

Names	Ages

EVENST-04

Copy: White/File Green/Agency Canary/CoordinatorPink/Recruiter Goldenrod/Child Care Provider APPROVED: PCC 06/08/93

PARTICIPATION AGREEMENT:

I agree to the following in relationship to the MIGRANT EVEN START PROJECT:

PARENT

...I will be home for each visit or let the home visitor know I will not.
...I will have my child dressed and ready.
...I will participate in what the home visitor does with my child and not do other work.
...I will help during the home visit.
...I will help plan activities for my child.
...I will try teaching an activity when the home visitor is there to help me.
...I will work on activities during the week with my child.
...I will help my child keep track of all materials left with me and return them to the home visitor when necessary.
...I will talk with the home visitor about how my child is progressing.
...OTHER _____

_____ _____
Parent signature *Date*

HOME VISITOR/RECRUITER

...I will be on time for the home visit or let the parent know when I cannot.
...I will bring materials and ideas.
...I will show the parent how to use the materials.
...I will present learning activities during the visit that are planned for and with the parent and child.
...I will leave or present materials on health, nutrition, community services, and notices of meetings.
...I will show the parent how to use what is already in the home to teach the child.
...I will leave materials and directions for the parent to use the rest of the week.
...I will use the parent's requests and ideas in planning for the child's progress.
...I will talk with the parent about the child's progress.
...I will refer the parent to other resources when necessary to help meet the child's or family's needs.
...OTHER _____

_____ _____
Home Visitor signature *Date*

(rev. 7/93

INTERAGENCY COORDINATION
&
INTER- AND INTRA-STATE COORDINATION

Sample Forms

- Coordination and Linkages Agreement
- In-kind Contributions Form

COORDINATION AND LINKAGES DESCRIPTION

Project Name: _____ Project No. _____
Date Submitted: _____

PROJECT LINKAGES: Indicate the agencies, organizations, associations and/or community-based organizations that the project will link with to ensure coordination of adult education services. Please specify how the proposed linkage and activities will impact on the program and adult clients served by the project.

Describe below the linkages:

_____ _____
Provider Signature of Linkage Agency

This project will link/coordinate services with this provider in the following manner:

* Arizona - Projecto Juntos Aprendemos

NORTHEAST ARKANSAS MIGRANT EDUCATION COOPERATIVE
103 WEST PARK, BALD KNOB, AR 72010

MIGRANT EVEN START PROJECT

IN-KIND CONTRIBUTIONS

CONTRIBUTION: _____
CODE

DATE	*QUANTITY*	*DESCRIPTION*	*TIME*	*COST/ITEM*	*NEW/USED*	*VALUE*

TOTAL VALUE _____

I, hereby, acknowledge receipt of the items/services described above on behalf of the MIGRANT EVEN START PROJECT.

_____ _____
Program Representative *Title* *Date*

The above referenced items/services were received from:

_____ _____
Signature *Print Name & Title* *Date*

_____
Business *Name* *Address*

_____
City *State* *Phone*

THIS DOCUMENT CERTIFIES THAT YOU MADE A CONTRIBUTION TO THE ABOVE REFERENCED NON-PROFIT ORGANIZATION.

CURRICULUM AND INSTRUCTION

Sample Forms

- Home Observation Instrument
- Child's Weekly Planning Form
- Home Visit "While-you-were-out" Forms

MIGRANT EDUCATION - REGION II
"FIRST TEACHER" PRE-SCHOOL PROJECT

HOME OBSERVATION INSTRUMENT

CHILD'S NAME _____ HOME VISITOR _____

		OBSERVATION	
		DATE #1 / /	DATE #2 / /
A.	PARENT PARTICIPATION		
	1. Parent actively participates during the home visit.	YES NO	YES NO
B.	RESPONSIVITY OF PARENT		
	1. Parent responds to the child's vocalizations with a verbal response.	YES NO	YES NO
	2. Parent initiates verbal interchanges with the Home Visitor; asks questions, makes spontaneous comments.	YES NO	YES NO
C.	AVOIDANCE OF PUNITIVE BEHAVIOR		
	1. Parent expresses positive, not punitive or hostile behavior toward the child.	YES NO	YES NO
D.	PLAY ENVIRONMENT AND MATERIALS		
	1. Parent creates "toys" and play materials out of household items.	YES NO	YES NO
	2. Parent provides books or other material for the child to look at (magazines, etc.).	YES NO	YES NO
E.	PARENTAL INVOLVEMENT WITH CHILD		
	1. Parent or child reports reading or telling stories during week.	YES NO	YES NO
	2. Parent shows positive responses to praise of the child offered by the Home Visitor.	YES NO	YES NO

Revised 8-96
/dg(ft.OBS)

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REGION II EARLY CHILDHOOD EDUCATION OBJECTIVES/EVALUATION

LAST NAME: _____ FIRST: _____ SEX: _____ HOME VISITOR: _____

ID#: _____ D.O.B.: _____ DATE TO ENTER KINDERGARTEN: _____ (Month/Year)

DISTRICT: _____ TOTAL ADVOCACY REFERRALS ❑

	DATES OF HOME VISITS for 19__-__				
	Sept-Nov	Dec-Feb	Mar-May	June-Aug	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					TOTAL
# of VISITS:					

Observations	#1 Date__/__/__	#2 Date__/__/__
Observed # YES		

SKILLS MASTERED

CODE	DESCRIPTION	DATE
PG 25	THROWS BALLS OVERHEAD	
PG 28	JUMPS IN PLACE	
PG 30	KICKS BALL FORWARD	
PG 25	CUTS WITH SCISSORS	
PF 27	POURS LIQUIDS WITH MINIMAL SPILLAGE	
PF 29	DRAWS SIMPLE PICTURE WITH 3 DETAILS	
CO 25	GIVES OWN FIRST AND LAST NAME	
CO 34	TELLS EXPERIENCES	
CO 35	TELLS ABOUT A PICTURE	
CV 20	COPIES CIRCLE	
CV 21	SEARCHES FOR NAMED OBJECT W/O VISUAL	
CV 27	PUTS TOGETHER 2-6 PIECE PUZZLE	
CA 12	RESPONDS TO ACTION WORDS	
CA 21	IDENTIFIES RHYMING WORDS	
CA 25	REPEATS SHORT VERSES	
AP 44	TAKES TURNS	
AP 46	TAKES PRIDE IN ACCOMPLISHMENTS	
AP 47	ACCEPTS ROUTINES	
	TOTAL SKILLS CHECKED ABOVE	

TOTAL SKILLS from MSRTS CHECKLIST ❑

MIGRANT EDUCATION - REGION II
"FIRST TEACHER" PRE-SCHOOL PROJECT
CHILD'S WEEKLY PLANNING FORM

Child's Name: _____ Home Visitor: _____

	Date	Skill Code	ACTIVITY	OBSERVATION	PARENT'S SIGNATURE
Physical: gross fine					
Emotional: feelings					
Social: interaction communication					
Cognitive: language math science					
Creative: music movement art					
Other: cultural					

REV. 8/96

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LINCOLN INTERMEDIATE UNIT #12
MIGRANT CHILD DEVELOPMENT PROGRAM

HOME VISIT

Date_____ Time_____

While you were out_____

visited your home. Please call_____

The telephone number is_____

I wish to meet with you regarding:

[ ] Medical appointment
[ ] Parent meeting
[ ] Classes for your child (children)
[ ] Other:

_____

_____

Approved: PCC 08/02/93 MERTIS-10A

LINCOLN INTERMEDIATE UNIT #12
MIGRANT CHILD DEVELOPMENT PROGRAM

HOME VISIT

Date_____ Time_____

While you were out_____

visited your home. Please call_____

The telephone number is_____

I wish to meet with you regarding:

[ ] Medical appointment
[ ] Parent meeting
[ ] Classes for your child (children)
[ ] Other:

_____

_____

Approved: PCC 08/02/93 MERTIS-10A

LINCOLN INTERMEDIATE UNIT #12
MIGRANT CHILD DEVELOPMENT PROGRAM
(Programa Migrante)

Visita de Hogar

Fecha_____ Hora_____

Cuando usted no estaba_____

visitó su hogar. Favor de llamar a_____

Su número de teléfono es_____
Deseo verlos sobre:

[ ] Asuntos médicos
[ ] Reunión de padres
[ ] Instrucción para su(s) niño(s)
[ ] Otra razón:

_____

_____

Approved: PCC 08/02/93 MERTIS-10B

LINCOLN INTERMEDIATE UNIT #12
MIGRANT CHILD DEVELOPMENT PROGRAM
(Programa Migrante)

Visita de Hogar

Fecha_____ Hora_____

Cuando usted no estaba_____

visitó su hogar. Favor de llamar a_____

Su número de teléfono es_____
Deseo verlos sobre:

[ ] Asuntos médicos
[ ] Reunión de padres
[ ] Instrucción para su(s) niño(s)
[ ] Otra razón:

_____

_____

Approved: PCC 08/02/93

PARTICIPANT ASSESSMENT

Sample Forms

- Preschool Literacy Assessment
- Parent-Child Interaction Assessment
- Family Exit Assessment

PRESCHOOL LITERACY ASSESSMENT
NEW YORK STATE MIGRANT EVEN START PROGRAM
"BUCKET OF BOOKS"

Child's Name: _____ Date of Birth: _____ Date of Test: _____

	BEHAVIORS	*CIRCLE EACH CORRECT RESPONSE:*	*# CORRECT*	*SCORE*
A.	Personal Data	CHILD TELLS: 1. First Name 2. Last Name 3. Middle Name 4. Age 5. Address 6. Telephone Number	X2 =	
B.	Initial Book Behaviors	CHILD: 1. Turns Book Right Side Up 2. Turns Pages 3. Looks at Book By Self	X2 =	
C.	Colors	CHILD NAMES: 1. Red 2. Blue 3. Green 4. Yellow	X2 =	
D.	Response to Books	CHILD: 1. Looks at Pictures Selectively 2. Points to And Names Pictures 3. Inserts Words/Phrases In Story 4. Describes Action In Pictures 5. Repeats Sound/Word Patterns in Book 6. Follows Along (Words) As Story Is Read	X2 =	
E.	Follow Up To Books * Ask Parent	CHILD: 1. Gains Information from Books 2. Attempts to Read By Looking At Pictures 3. Repeatedly Requests Favorite Story *4. "Reads" Familiar Story from Memory	X2 =	
F.	Counts	CHILD COUNTS: 1. Two 2. Three 3. Four 4. Five	X2 =	
G.	Writes	CHILD: 1. Dictates Story 2. Scribbles 3. Uses Invented Letters 4. Uses Phonetic Representation	X2 =	
H.	Prints Name	CHILD PRINTS: 1. All Letters 2. In Correct Order 3. Correct Size/Space	X2 =	
I.	Picture Vocabulary	CHILD NAMES: 1. Book 2. Telephone 3. Pencil 4. Scissors 5. Library	X2 =	
J.	Use of Objects	CHILD TELLS USE OF: 1. Book 2. Telephone 3. Pencil 4. Scissors 5. Library	X2 =	
K.	Environmental Print	CHILD NAMES: 1. McDonald's Sign 2. Stop Sign 3. POISON Sign	X2 =	
L.	Prepositions	CHILD CORRECTLY SHOWS: 1. On 2. Under 3. Beside	X2 =	
		TOTAL SCORE		

* p.1 of instrument 126

MIGRANT HOME LITERACY PROGRAM
PARENT-CHILD INTERACTION SELF-ASSESSMENT INSTRUMENT

NAME _____ **TEST DATE** _____ **SCORE** _____

To The Parent: This questionnaire asks about things that parents sometimes think about or do with their young children. Read each question and mark the response that best describes what you feel, think or do in relation to the question. No particular response is necessarily right or wrong. Some questions ask about things that you may feel your child is not yet ready to learn or do. Be honest in marking your responses.

Your home visitor will score the questionnaire and share the information with you. At the end of the project you will be asked to answer these questions again so that you can see what changes you have made in behaviors and attitudes.

NOTE: You may answer the questions on this assessment on your own or with your home visitor, whichever is more comfortable for you.

1. Here is a list of things children learn as they grow up. Which of them have you helped your child with in the past month? ***Read response choices and mark one for each item.***

	DAILY	ONCE/ TWICE A WEEK	ONCE/ TWICE A MONTH	NEVER
a. Nursery rhymes or songs	0	0	0	0
b. Colors	0	0	0	0
c. Shapes, such as circles, squares or triangles	0	0	0	0
d. To know the names of things	0	0	0	0
e. To look at books	0	0	0	0
f. To count things	0	0	0	0
g. To recognize pictures in books	0	0	0	0
h. To cut with scissors	0	0	0	0
i. To "write" with pencils or markers	0	0	0	0
j. To read words on signs or in books	0	0	0	0
k. Ideas like "big-little", "up-down", "before-after"	0	0	0	0

* New York MEES; p.1 of instrument

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Arizona Family Literacy
Exit Information

Site: _____ **City:** _____

Name of Adult: _____ Date of Entry: _____

Name of Child in program: _____

1. How many home visits were made to this family during the program year? _____visits

2. Did the family complete the program year?

   ☐ Yes
   ☐ No

3. If the family has discontinued its participation in Family Literacy, please specify the primary reason *(Select one)*:

   ☐ Family members met goals or completed the eligible planned education
   ☐ Parent or child switched to a different program
   ☐ Family moved out of the area served by the Family Literacy program
   ☐ Family stopped participating due to a lack of interest
   ☐ Family was dropped due to incomplete participation or poor attendance
   ☐ Parent(s) found employment that prevents further participation
   ☐ Family crisis prevents further participation
   ☐ Conflicts or problems prevented continued participation
   ☐ Other reason *(specify)* _____
   ☐ Reason unknown

4. In what Family Literacy services has this adult participated during the year? *(Select all that apply)*

   ☐ parent education
   ☐ beginning adult basic education (grades 0-4)
   ☐ intermediate adult basic education (grades 5-8)
   ☐ adult secondary education (grades 9-12) or GED preparation
   ☐ ESOL
   ☐ none

5. What non-educational support services (whether provided directly by Family Literacy staff or by collaborating agency staff) did this adult receive through Family Literacy during program year? *(Select all that apply)*

   ☐ transportation (to program or other service)
   ☐ child care
   ☐ meals
   ☐ employment assistance (referrals, placement, vocational counseling)
   ☐ family support (counseling, support groups, etc.)
   ☐ health referrals or screening
   ☐ social services
   ☐ translators or interpreters
   ☐ other *(specify)* _____
   ☐ none

* p.1 of instrument

APPENDIX C

NOTICE FOR NEW AWARDS

- Notice inviting applications for new awards from April 16, 1998, *Federal Register*
- The Elementary and Secondary Education Act (ESEA) of 1965 as amended by The Improving America's Schools Act (ESEA) of 1994 P.L. 103-761, Title I, Part B
- 34 CFR Part 200, 201, 203, 205, and 212: Helping Disadvantaged Children Meet High Standards; Final Rule

federal register

Thursday
April 16, 1998

Part III

Department of Education

Migrant Education Even Start Program; Notice

19085

DEPARTMENT OF EDUCATION

[CFDA No. 84.214A]

Migrant Education Even Start Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 1998

AGENCY: Department of Education.

Note to Applicants

This notice is a complete application package. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR), the notice contains all of the information, application forms, and instructions needed to apply for a grant under this competition.

Purpose of Program

The Migrant Education Even Start (MEES) Program is designed to help break the cycle of poverty and improve the literacy of participating migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

Eligible Applicants

While any entity is eligible to apply for a grant under the MEES program, the Secretary specifically invites applications from State educational agencies (SEAs) that administer Migrant Education Programs; local educational agencies (LEAs) that have a high percentage of migrant students; and non-profit community-based organizations that work with migrant families.

Deadline for Transmittal of Applications: June 1, 1998.

Deadline for Intergovernmental Review: July 31, 1998.

Available Funds: For FY 1998, $3,720,000 is available for this program.

The amount of funding available to begin new projects is approximately $1,200,000.

Estimated Range of Awards: $88,000–$270,000.

Estimated Average Size of Awards: $200,000.

Estimated Number of Awards: 5.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 48 months.

Maximum Award: The Secretary will not consider an application that proposes a budget exceeding $270,000 for each 12-month budget period.

Applicable Regulations

(a) The Education Department General Administrative Regulations (EDGAR) as follows:

(1) 34 CFR Part 74 (Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Nonprofit Organizations).

(2) 34 CFR Part 75 (Direct Grant Programs).

(3) 34 CFR Part 77 (Definitions that Apply to Department Regulations).

(4) 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).

(5) 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).

(6) 34 CFR Part 81 (General Education Provisions Act—Enforcement).

(7) 34 CFR Part 82 (New Restrictions on Lobbying).

(8) 34 CFR Part 85 (Governmentwide Debarment and Suspension (Non-procurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).

(b) The definitions of a migratory child, a migratory agricultural worker, and a migratory fisher contained in 34 CFR 200.40.

Description of Program

Under the authority of section 1202(a)(1)(A) of the Elementary and Secondary Education Act (ESEA), as amended, the Assistant Secretary of Elementary and Secondary Education (Assistant Secretary) awards grants to eligible applicants under the MEES Program for projects that—

(1) Improve the educational opportunities of migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program;

(2) Implement cooperative activities that build on existing community resources to create a new range of services to migrant families;

(3) Promote achievement of the National Education Goals (section 102 of the Goals 2000 Educate America Act) especially goals one (school readiness), six (adult literacy), and eight (parent involvement and participation); and

(4) Assist children and adults from migrant families to achieve challenging State content standards and challenging State student performance standards.

Required Program Elements

(a)(1) *Eligible participants.* Eligible MEES participants consist of migratory children and their parents as defined in §§ 200.30 and 200.40 who also meet the following conditions specified in section 1206(a) of the ESEA:

(2) The parent or parents—

(i) Are eligible for participation in an adult basic education program under the Adult Education Act; or

(ii) Are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this part; and

(3) The child or children must be younger than eight years of age.

Note: Family members of eligible participants described in paragraphs one through three, above, also may participate in MEES activities when appropriate to serve Even Start purposes. In addition, section 1206(b) of the ESEA permits families to remain eligible for MEES services until all family members become ineligible to participate. For example, in the case of a family in which the parent or parents lose eligibility because of their educational advancement, the parent or parents can still participate in MEES activities until all children in the family reach age eight. In addition, the Department interprets 34 CFR 200.30 together with section 1206(b) of ESEA to mean that MEES services can continue to be provided to a parent or child who is no longer migratory provided that the family has at least one parent or child who is a migratory worker or child as defined under 34 CFR 200.40.

(b) *Required program elements.* Any MEES project must, at a minimum, incorporate the following program elements specified in section 1205 of the ESEA:

- Identification and recruitment of migrant families most in need of MEES services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;
- Screening and preparation of parents, including teenage parents and children, to enable these parents to participate fully in program activities and services, including testing, referral to counseling, other developmental and support services and related services;
- The provision of MEES services to those migrant families most in need of project services and activities;
- High-quality instructional programs that promote adult literacy and empower parents to support the educational growth of their children, with developmentally appropriate early childhood educational services, and the preparation of children for success in the regular school programs;
- A design for service delivery that accommodates the participants' work schedule and other responsibilities, including the provision of support services, when such services are unavailable from other sources, necessary for participation in project activities, such as—

—Scheduling and locating of services to allow joint participation by parents and children;

—Child care for the period that parents are involved in the project activities; and

—Transportation for the purpose of enabling parents and their children to participate in project activities.

• Special training of staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered by the project;

• Provision of integrated instructional services, and monitoring of these services, to participating parents and children through home-based activities;

• Operation on a year-round basis, including the provision of some program services, instructional or enrichment, during the summer months;

Note: Given the mobility of the migrant population to be served by the MEES program, the Secretary interprets this requirement to operate on a year-round basis to mean that activities must be conducted throughout the period in which participating migrant families reside in the project area. Applicants are free to interpret the requirement in other ways that are consistent with section 1205(7) of the ESEA.

• Appropriate coordination with other programs funded under the Elementary and Secondary Education Act (ESEA), any relevant programs under the Adult Education Act, the Individuals with Disabilities Education Act, the Job Training Partnership Act, the Head Start program, volunteer literacy programs, and other relevant programs; and

• An independent evaluation.

In addition, to promote the kind of strong community collaboration needed for effective Even Start Projects, sections 1202(e) and 1207(a) of the ESEA require applicants for grants under the basic Even Start program administered by SEAs to be "eligible entities", i.e., partnerships composed of (1) a local educational agency (LEA); and (2) a non-profit community-based organization, a public agency other than an LEA, an institution of higher education, or a public or private nonprofit organization of demonstrated quality other than an LEA. While those operating a MEES project do not need to be eligible entities, the Secretary strongly encourages those who would operate MEES projects to enhance the effectiveness of those projects through formation of strong, on-going collaborative relationships among these kinds of local entities.

(c) *Federal and local funding.* A MEES project's funding is comprised of both a Federal portion of funds (Federal share) and a portion contributed by the eligible applicant (local share). However, the Federal share of the program may not exceed—

• Ninety percent of the total cost of the program in the first year;

• Eighty percent in the second year;

• Seventy percent in the third year;

• Sixty percent in the fourth year; and

• Fifty percent in any subsequent year.

The Federal share for any MEES grantee receiving a grant for a second cycle shall not exceed 50 percent. A grantee may receive funds under the MEES program for a period not to exceed eight years. The local share of the MEES project may be provided in cash or in kind and may be obtained from any source, including other Federal programs funded under the ESEA. Federal funds may not be used for indirect costs of a MEES project.

Invitational Priorities

The Secretary is especially interested in funding applications that include a plan demonstrating that grant activities will focus on one or more of the following priorities. An application that meets one of more of these invitational priorities does not receive competitive or absolute preference over other applications (34 CFR 75.105(c)(1)).

The i[illegible]ation to coordinate services is meant to strengthen the delivery of family literacy services to migrant agricultural families. Coordination across State education agencies is at the heart of migrant education's purpose: to mitigate disruptions in the education of qualifying migrant students. Short-term Migrant Education Even Start seasonal projects can provide intensity of services to migratory families, but those projects may not provide sufficient duration to demonstrate long-term gains for students and may be another disruption in completing their educational goals. To promote opportunities for continuous learning for migrant families, the Secretary is particularly interested in funding applications that address the following invitational priorities:

• Coordinate continuing family literacy services across State and local school district boundaries to meet the needs of highly mobile migrant agricultural families; or

• Coordinate their activities with State and local endeavors under the *America Reads Challenge* initiative, including Federal Work-Study tutoring programs and America Reads/Read*Write*Now pilot sites (information about the America Reads Challenge is available by telephone at 1-800-USA-LEARN, or TDD 1-800-437-0833; and through the Department's Web site at www.ed.gov/inits/americareads); or

• Build networks with agricultural employers and communities to coordinate and integrate resources that support English literacy for migrant agricultural families with limited English proficiency needs.

Selection Criteria

The Secretary uses the following selection criteria to evaluate applications for grants under this competition.

(1) The maximum score for all of these criteria is 100 points.

(2) The maximum score for each criterion is indicated in parentheses.

(a) *Meeting the purposes of the authorizing statute* (10 points) The Secretary reviews each application to determine how well the project will—

(i) Improve the educational opportunities of migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program;

(ii) Be implemented through cooperative projects that build on existing community resources to create a new range of services to migrant families;

(iii) Promote achievement of the National Education Goals, especially the goals that address school readiness, student achievement, and parent involvement and participation; and

(iv) Assist children and adults from migrant families to achieve the challenging State content standards and challenging State student performance standards.

(b) *Need for project.* (20 points) The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(i) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

(ii) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e., eligible migrant agricultural families).

(iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Note: Applicants may address (b)(iii) in any way that is reasonable. Given the purpose of the MEES program, the Secretary believes that applicants would want

particularly to focus on the following key areas:

(A) The area or areas to be served have high percentages or large numbers of migratory children and their parents, guardians, or primary caretakers in need of Migrant Education Even Start (MEES).

(B) The lack of availability of comprehensive family literacy services for the migrant population.

(C) How community resources will be used to benefit project participants.

Note to (C): An applicant could address (C) in any way that is reasonable. An applicant might, for example, provide a brief description of each of the resources the project intends to include, or a list of these resources.

(D) How the project will integrate child development, adult literacy, and parenting activities.

(E) How the project will assist migrant children and adults to achieve the State content standards and student performance standards.

(c) *Quality of the project design.* (20 points) The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(ii) The extent to which the project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(iii) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Note: An applicant may address criterion (c) in any way that is reasonable. However, concerning design of the project, the Secretary believes that an effective application would incorporate, at a minimum, the various program elements required under section 1205 of the ESEA and listed in the *Required Program Elements* section of this notice.

(d) *Quality of project services.* (20 points) The Secretary considers the quality of the services to be provided by the proposed project.

(i) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(ii) In addition, the Secretary considers the extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(e) *Adequacy of resources.* (15 points) The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

(ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(iii) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

(f) *Quality of the project evaluation.* (15 points) The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers of the following factors:

(i) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: This plan must permit the preparation of an evaluation that meets the requirements of 34 CFR 75.590 as well as an annual performance report that evaluates whether project objectives are being met and, if not, includes the changes in program activities that will be adopted (see 34 CFR 75.118 and 75.253). (Instructions for the annual performance report are included in the APPENDIX to this document.) See also the discussion under National Evaluation.

National Evaluation

The Department is conducting a national evaluation of Even Start Family Literacy projects. Grantees must cooperate with the Department's efforts by adopting an evaluation plan that is consistent with the national evaluation (as well as with the grantee's responsibilities under 34 CFR 75.118, 75.253, and 75.590). It is not expected that the application will include a complete evaluation plan because grantees will be asked to cooperate with the national evaluation of the Even Start Family Literacy Program to be conducted by an independent contractor. Grantees may be required to amend their plans, however, to conform with the national evaluation.

The Secretary suggests that each applicant budget for evaluation activities as follows: a project with an estimated cost of up to $120,000 should designate $10,000 for this purpose. These funds will be used for expenditures related to the collection and aggregation of data required for the Department's national evaluation. The Secretary also recommends that applicants budget for the cost of travel to Washington, DC and two nights' lodging for the project director and project evaluator, for their participation in annual evaluation meetings.

Information by project and budget periods. Under 34 CFR 75.112 and 75.117, an eligible applicant must propose a project period, and provide budgetary information for each budget period of that proposed project period. The Secretary requests that the budgetary information include an amount for all key project components with an accompanying breakdown of any subcomponents, along with a written justification for all requested amounts. (A form for reporting this information is contained in the appendix of this notice.)

34 CFR 75.112(b) also requires that an applicant describe how and when, in each budget period of the project, it plans to meet each objective of the project. (NOTE: The Department will use this information, in conjunction with the grantee's annual performance report required under 34 CFR 75.118(a), to determine whether a continuation award for the subsequent budget year should be made. Under 34 CFR 75.253 a grantee can receive a continuation award only if it demonstrates that it either has made substantial progress toward meeting the objectives of the approved project, or has received the Assistant Secretary's approval of changes in the project to enable it to meet the objectives in the succeeding budget periods.)

Intergovernmental Review of Federal Programs

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local

processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive order. The addresses of individual State Single Point of Contact are in the appendix to this notice.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address: The Secretary, E.O. 12372—CFDA# 84.214A, U.S. Department of Education, Room 6213, 600 Independence Avenue, S.W., Washington, D.C. 20202–0124.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, D.C. time) on the date indicated in this notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. *DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS. INSTRUCTIONS FOR TRANSMITTAL OF APPLICATIONS:*

(a) If an applicant wants to apply for a grant, the applicant shall—

(1) Mail the original and two copies of the application on or before the deadline date to: U.S. Department of Education, Application Control Center, Attention: (CFDA #84.214A), Washington, D.C. 20202–4725; or

(2) Hand deliver the original and two copies of the application by 4:30 p.m. (Washington, D.C. time) on or before the deadline date to: U.S. Department of Education, Application Control Center, Attention: (CFDA#84.214A), Room #3633, Regional Office Building #3, 7th and D Streets, S.W., Washington, D.C.

(b) An applicant must show one of the following as proof of mailing:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary.

(c) If an application is mailed through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

Notes: (1) The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

(2) The Application Control Center will mail a Grant Application Receipt Acknowledgment to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the U.S. Department of Education Application Control Center at (202) 708–9494.

(3) The applicant *must* indicate on the envelope and—if not provided by the Department—in Item 10 of the Application for Federal Assistance (Standard Form 424) the CFDA number—and suffix letter, if any—of the competition under which the application is being submitted.

Application Instructions and Forms

The appendix to this notice contains the following forms and instructions, plus a statement regarding estimated public reporting burden, a notice to applicants regarding compliance with section 427 of the General Education Provisions Act, various assurances and certifications, and required documentation.

Instructions for the Application Narrative.

Estimated Public Reporting Burden Statement.

Notice to All Applicants.

Application for Federal Assistance (Standard Form 424 (Rev. 4–88)) and instructions.

Budget Information—Non-Construction Programs (ED Form No. 524) and instructions.

Assurances—Non-Construction Programs (Standard Form 424B) and instructions.

Certifications regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80–0013, 6/90).

Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions (ED 80–0014, 9/90) and instructions. (**Note:** ED 80–0014 is intended for the use of grantees and should not be transmitted to the Department.)

Disclosure of Lobbying Activities (Standard Form LLL) (if applicable) and instructions. This document has been marked to reflect statutory changes. See the notice published in the **Federal Register** (61 FR 1413) by the Office of Management and Budget on January 19, 1996.

An applicant may submit information on a photostatic copy of the application and budget forms, the assurances, and the certifications. However, the application form, the assurances, and the certifications must each have an original signature. No grant may be awarded unless a completed application form has been received.

FOR FURTHER INFORMATION CONTACT: DonnaMarie Marlow, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, 600 Independence Avenue, S.W., Room 4100, Portals Building, Washington, D.C. 20202–6135. Telephone Number: (202) 260–1164. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1–800–877–8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph. Please note, however, that the Department is not able to reproduce in an alternate format the standard forms included in the notice.

Electronic Access to This Document

Anyone may view this document, as well as all other Department of Education documents published in the **Federal Register**, in text or portable document format (pdf) on the World Wide Web at either of the following sites:

http://ocfo.ed.gov/fedreg.htm
http://www.ed.gov/news.html

To use the pdf you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the pdf, call the U.S. Government Printing Office toll free at 1–888–293–6498.

Anyone may also view these documents in text copy only on an electronic bulletin board of the Department. Telephone (202) 219–1511 or toll free, 1–800–222–4922. The documents are located under Option G-Files/Announcements, Bulletins and Press Releases.

Note: The official version of a document is the document published in the **Federal Register**.

Program Authority: 20 U.S.C. 6362(a)(1)(A)

Dated: April 13, 1998.

Gerald N. Tirozzi,

Assistant Secretary for Elementary and Secondary Education.

Instructions for the Application Narrative

Before preparing the Application Narrative, an applicant should read carefully the description of the program and the selection criteria the Secretary uses to evaluate applications.

The narrative should encompass each function or activity for which funds are being requested and should—

1. Begin with an Abstract; that is, a summary of the proposed project.

2. Describe the proposed project in light of each of the selection criteria in the order in which the criteria are listed in this application package. (NOTE: While applicants can address the criteria in any way that is reasonable, given the required emphasis of any MEES project on early childhood education, adult literacy or adult basic education, and parenting education, the Secretary believes that a reasonable plan of operation would address these three objectives. Moreover, consistent with 34 CFR 75.112(b), which requires that the application describe how and when, in each budget period, the applicant plans to meet each project objective, the Secretary believes that applicants would want particularly to describe each goal in terms of measurable objectives, specific activities that are proposed to meet each objective, time lines associated with these activities, the resources believed to be needed to achieve each objective, and how each objective will be evaluated.)

3. Provide the following information in response to the attached "NOTICE TO ALL APPLICANTS": (1) a reference to the portion of the application in which the applicant has described the steps that the applicant proposes to take to remove barriers to equitable access to, and equitable participation in, project activities; or (2) a separate statement that includes this information.

4. Include any other pertinent information that might assist the Secretary in reviewing the application.

The Application Narrative must be double-spaced, typed on one side only, and must not exceed 50 numbered pages—appendices excepted.

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810–0541. (Expiration date: March 31, 1999). The time required to complete this information collection is estimated to average 60 hours per response including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. *If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:* U.S. Department of Education, Washington, DC 20202–4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Migrant Education, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, DC 20202–6135..

Notice to All Applicants

Thank you for your interest in this program. The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103–382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. *ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.*

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What Are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1801–0004 (Exp. 8/31/98).

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202–4651.

BILLING CODE 4000–01–P

DEPARTMENT OF EDUCATION

34 CFR Parts 200, 201, 203, 205, and 212

RIN 1810-AA73

Title I—Helping Disadvantaged Children Meet High Standards

AGENCY: Department of Education.

ACTION: Final regulations.

SUMMARY: As specifically required by statute, the U.S. Secretary of Education (Secretary) issues a single set of final regulations implementing the programs under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994. In order to provide maximum flexibility to grantees implementing the programs under Title I, these regulations address only those few provisions for which the Secretary believes rulemaking is absolutely necessary. These regulations replace the regulations currently found at 34 CFR Parts 200, 201, 203, 205 and 212.

EFFECTIVE DATE: These regulations take effect on August 2, 1995.

FOR FURTHER INFORMATION CONTACT: For subparts A and E, Wendy Jo New, Telephone: (202) 260-0982; for subpart B, Patricia McKee, Telephone: (202) 260-0991; for subpart D, Paul Brown, Telephone: (202) 260-0976: Compensatory Education Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 600 Independence Avenue, SW, Portals Building, room 4400, Washington, DC 20202-6132.

For subparts C and E, James English, Office of Migrant Education, Office of Elementary and Secondary Education, U.S. Department of Education, 600 Independence Avenue, SW, Portals Building, room 4100, Washington, DC 20202-6135. Telephone: (202) 260-1394.

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Services (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

SUPPLEMENTARY INFORMATION: The 1994 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) revised Federal elementary and secondary education programs extensively to help ensure that all children acquire the knowledge and skills they will need to succeed in the 21st century. Under the reauthorized ESEA, Federal education programs for the first time are designed to work together with, rather than separately from, one another. In addition, rather than operating apart from the broader education that children receive, the ESEA reinforces State and community reform efforts geared to challenging State standards, particularly those initiated or supported by the Goals 2000: Educate America Act. In fact, all of the major ESEA programs are redesigned to support comprehensive State and local reforms of teaching and learning and ensure that all children—whatever their background and whatever school they attend—can reap the benefit of those reforms.

As the largest by far of all ESEA programs, Title I is the centerpiece of the ESEA's efforts to help the neediest schools and students reach the same challenging standards expected of all children. Effective July 1, 1995, the four Title I programs—the basic program in local educational agencies (LEAs) (Part A), the Even Start Family Literacy program (Part B), the Migrant Education program (Part C), and the Neglected, Delinquent, and At-Risk Youth program (Part D)—are designed to work together in support of this common purpose. Moreover, the programs embrace the same fundamental new strategies to help ensure that the intended beneficiaries are not left behind in State and local efforts to promote higher standards. These strategies include: a schoolwide focus on improving teaching and learning, strong program coordination by LEAs, flexibility at the local level combined with clear accountability for results, more focused targeting of resources on the neediest schools, and stronger partnerships between schools and communities to support higher achievement for all children.

On May 1, 1995, the Secretary published a notice of proposed rulemaking (NPRM) for Title I in the Federal Register (60 FR 21400-21419). The preamble to the NPRM included a discussion of the provisions enacted by Congress that were addressed in the NPRM. The preamble also included a summary of the results of the negotiated rulemaking process the Secretary implemented under section 1601(b) of Title I. In developing the proposed regulations, the Secretary considered the comments of persons who responded to the October 28, 1994 **Federal Register** notice requesting advice and recommendations on regulatory issues under Title I (59 FR 54372-74) and also the comments of participants in the negotiated rulemaking process.

Changes From the NPRM and Analysis of Comments and Changes

In response to the Secretary's invitation to comment in the NPRM, 370 letters were received from State and LEA officials, teachers, organizations, Members of Congress, citizens, and students. An analysis of the comments and the Secretary's responses to those comments is published as an appendix to these final regulations.

In these final regulations, the Secretary has considered these comments, balancing the concerns of State and local school officials, parents, and others with the statutory purposes of the program and the needs of the children to be served. The following sections provide a brief summary of the final regulations that differ from the regulations proposed in the NPRM.

State Responsibilities for Assessment (§§ 200.1, 200.4)

The Secretary has revised §§ 200.1 and 200.4 to clarify that a State's set of high-quality yearly assessments must measure performance in at least mathematics and reading/language arts, but need not be focused solely on reading/language arts or mathematics. Rather, as indicated in § 200.4(a)(1), a State may meet this requirement by developing or adopting assessments in other academic subjects as long as those assessments sufficiently measure performance in mathematics and reading/language arts. For example, an assessment in an academic subject such as social studies may sufficiently measure performance in reading/language arts. Particularly at the secondary level, the Secretary believes it may be especially appropriate to measure performance in reading/language arts through assessments in content areas. In addition, the Secretary emphasizes the importance of all children attaining high levels of performance in all core academic subjects. Limiting the focus of Title I accountability in no way is intended to alter the overall responsibility of States, local school districts, and schools for success of all students in the core academic subjects determined by the State. If a State has standards and assessments for all students in subjects beyond mathematics and reading/language arts, the regulations do not preclude a State from including, for accountability purposes, additional subject areas, and the Secretary encourages them to do so.

(c) *Availability of other Federal funds.* (1) In addition to funds under this subpart, a school may use in its schoolwide program Federal funds under any program administered by the Secretary, except programs under the Individuals with Disabilities Education Act (IDEA), that is included on the most recent notice published by the Secretary in the **Federal Register**.

(2) For the purposes of this section, the authority to combine funds from other Federal programs also applies to services provided to a school with those funds.

(3) (i) Except as provided in paragraph (c)(3)(ii) of this section, a school that combines funds from any other Federal program administered by the Secretary in a schoolwide program—

(A) Is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but

(B) Shall meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries of that program are addressed.

(ii)(A) An LEA or a school that chooses to use funds from other programs shall not be relieved of statutory and regulatory requirements applicable to those programs relating to—

(*1*) Health and safety;

(*2*) Civil rights;

(*3*) Gender equity;

(*4*) Participation and involvement of parents and students; (5) Private school children, teachers, and other educational personnel;

(*6*) Maintenance of effort;

(*7*) Comparability of services;

(*8*) Use of Federal funds to supplement, not supplant non-Federal funds in accordance with paragraph (f)(1) (iii) and (2) of this section; and

(*9*) Distribution of funds to SEAs and LEAs.

(B) A school operating a schoolwide program shall comply with the following requirements if it combines funds from these programs in its schoolwide program:

* (*1*) *Migrant education.* A school that combines in its schoolwide program funds received under Part C of Title I of the Act shall—

(*i*) In consultation with parents of migratory children or organizations representing those parents, or both, first address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school; and

(*ii*) Document that services to address those needs have been provided.

(*2*) *Indian education.* A school may combine funds received under subpart 1 of Part A of Title IX of the Act in its schoolwide program if the parent committee established by the LEA under section 9114(c)(4) of the Act approves the inclusion of those funds.

(iii) This paragraph does not relieve—

(A) An LEA from complying with all requirements that do not affect the operation of a schoolwide program; or

(B) A non-schoolwide program school from complying with all applicable requirements.

(d) *Components of a schoolwide program.* A schoolwide program must include the following components:

(1) A comprehensive needs assessment involving the parties listed in paragraph (e)(2)(ii) of this section of the entire school that is based on—

(i) Information on the performance of children in relation to the State content standards and the State student performance standards under section 1111(b)(1) of the Act; or

(ii) Until the State develops or adopts standards under section 1111(b)(1) of the Act, an analysis of available data on the achievement of students in the school.

(2) Schoolwide reform strategies that—

(i) Provide opportunities, based on best knowledge and practice, for all children in the school to meet the State's proficient and advanced levels of student performance;

(ii) Are based on effective means of improving the achievement of children, such as utilizing research-based teaching strategies;

(iii) Use effective instructional strategies that—

(A) Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs;

(B) Provide an enriched and accelerated curriculum; and

(C) Meet the educational needs of historically underserved populations;

(iv) (A) Address the needs of all children in the school, particularly the needs of children who are members of the target population of any program that is included in the schoolwide program under paragraph (c) of this section; and

(B) Address how the school will determine if those needs have been met; and

(v) Are consistent with, and designed to implement, the State and local improvement plans, if any, approved under Title III of the Goals 2000: Educate America Act.

(3) Instruction by highly qualified professional staff.

(4)(i) Professional development, in accordance with section 1119 of the Act, for teachers and aides and, where appropriate, principals, pupil services personnel, other school staff, and parents to enable all children in the school to meet the State's student performance standards.

(ii) The school shall devote sufficient resources to effectively carry out its responsibilities for professional development, either alone or in consortia with other schools.

(5) Strategies to increase parental involvement, such as family literacy services.

(6) Strategies in an elementary school for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, or a State-run preschool program, to the schoolwide program.

(7) Strategies to involve teachers in the decisions regarding the use of additional local, high-quality student assessments, if any, under section 1112(b)(1) of the Act to provide information on, and to improve, the performance of individual students and the overall instructional program.

(8) (i) Activities to ensure that students who experience difficulty mastering any of the standards required by section 1111(b) of the Act during the school year will be provided effective, timely additional assistance, which must include—

(A) Strategies to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance;

(B) To the extent the school determines feasible using funds under this subpart, periodic training for teachers in how to identify those difficulties and to provide assistance to individual students; and

(C) For any student who has not met those standards, parent-teacher conferences to discuss—

(*1*) What the school will do to help the student meet the standards;

(*2*) What the parents can do to help the student improve the student's performance; and

(*3*) Additional assistance that may be available to the student at the school or elsewhere in the community.

(ii) This provision does not—

(A) Require the school or LEA to develop an individualized education program (IEP) for each student identified under paragraph (d)(8) of this section; or

(B) Relieve the school or LEA from the requirement under the IDEA to develop IEPs for students with disabilities.

(e) *Schoolwide program plan.* (1) An eligible school that desires to operate a schoolwide program shall develop, in

on the basis of the total number of children from low-income families in each area or school.

(2)(i) In calculating the total number of children from low-income families, the LEA shall include children from low-income families who attend private schools, using—

(A) The same poverty data, if available, as the LEA uses to count public school children; or

(B) If the same data are not available, comparable data—

(*1*) Collected through alternative means such as a survey; or

(*2*) From existing sources such as AFDC or tuition scholarship programs.

(ii) If complete actual poverty data are not available on private school children, an LEA may extrapolate from actual data on a representative sample of private school children the number of children from low-income families who attend private schools.

(iii) For the 1995–96 school year only, if adequate data on the number of private school children from low-income families are not available under paragraph (a)(2) (i) or (ii) of this section, the LEA shall derive the number of private school children from low-income families by applying the poverty percentage of each participating public school attendance area to the number of private school children who reside in that area.

(3) If an LEA ranks its school attendance areas or schools below 75 percent poverty by grade span groupings, the LEA may determine the percentage of children from low-income families in the LEA as a whole for each grade span grouping.

(b)(1) Except as provided in paragraphs (b)(2) and (d) of this section, an LEA shall allocate to each participating school attendance area or school an amount for each low-income child that is at least 125 percent of the per-pupil amount of funds the LEA received for that year under subpart 2 of Part A of Title I. The LEA shall calculate this per-pupil amount before the LEA reserves any funds under § 200.27, using the poverty measure selected by the LEA under section 1113(a)(5) of the Act.

(2) If an LEA is serving only school attendance areas or schools in which the percentage of children from low-income families is 35 percent or more, the LEA is not required to allocate a per-pupil amount of at least 125 percent.

(c) An LEA is not required to allocate the same per-pupil amount to each participating school attendance area or school provided the LEA allocates higher per-pupil amounts to areas or schools with higher concentrations of poverty than to areas or schools with lower concentrations of poverty.

(d) An LEA may reduce the amount of funds allocated under this section to a school attendance area or school if the area or school is spending supplemental State or local funds for programs that meet the requirements in § 200.62(c).

(e) If an LEA contains two or more counties in their entirety, the LEA shall distribute to schools within each county a share of the LEA's total grant that is no less than the county's share of the child count used to calculate the LEA's grant.

(Authority: 20 U.S.C. 6313(c), 6333(c)(2))

§ 200.29 [Reserved]

Subpart B—Even Start Family Literacy Program

§ 200.30 Migrant Education Even Start Program Definition.

Eligible participants under the Migrant Education Even Start Program (MEES) are those who meet the definitions of a migratory child, a migratory agricultural worker or a migratory fisher in § 200.40.

(Authority: 20 U.S.C. 6362, 6511)

§§ 200.31—200.39 [Reserved]

Subpart C—Migrant Education Program

§ 200.40 Program definitions.

The following definitions apply to programs and projects operated under this subpart:

(a) *Agricultural activity* means—

(1) Any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence;

(2) Any activity directly related to the cultivation or harvesting of trees; or

(3) Any activity directly related to fish farms.

(b) *Fishing activity* means any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or personal subsistence.

(c) *Migratory agricultural worker* means a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary or seasonal employment in agricultural activities (including dairy work) as a principal means of livelihood.

(d) *Migratory child* means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work—

(1) Has moved from one school district to another;

(2) In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(3) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

(e) *Migratory fisher* means a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a State that is comprised of a single school district, in order to obtain temporary or seasonal employment in fishing activities as a principal means of livelihood. This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles, and moved a distance of 20 miles or more to a temporary residence to engage in a fishing activity as a principal means of livelihood.

(f) *Principal means of livelihood* means that temporary or seasonal agricultural or fishing activity plays an important part in providing a living for the worker and his or her family.

(Authority: 20 U.S.C. 6391-6399, 6511)

§ 200.41 Use of program funds for unique program function costs.

An SEA may use the funds available from its State Migrant Education Program to carry out other administrative activities, beyond those allowable under § 200.61, that are unique to the MEP, including those that are the same or similar to those performed by LEAs in the State under subpart A. These activities include but are not limited to—

(a) Statewide identification and recruitment of eligible migratory children;

(b) Interstate and intrastate coordination of the State MEP and its local projects with other relevant programs and local projects in the State and in other States;

(c) Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by State and local agencies.

for private school children be set at 85 percent of the Title I amount spent on them in the previous year.

Discussion: The statute does not authorize a hold harmless for services to private school students based on the prior year's expenditures.

Changes: None.

Subpart C—Migrant Education Program

Section 200.40 Program Definitions

Comment: One hundred and sixty-seven letters were received objecting to the proposal to require that, to be a migratory agricultural worker or fisher, temporary or seasonal employment in an agricultural or fishing activity must be a "principal means of livelihood." Most of the commenters on this issue read into the proposed language a requirement that, for a child to qualify for services under the Migrant Education Program (MEP), the child's parents or guardians either must derive the majority of their income from, or spend the majority of their time performing, agricultural or fishing activities. Most of the commenters were concerned that the proposed language imposed a specific recordkeeping burden on migratory workers. Specifically, they believed that, for a child to be determined eligible under the MEP, his/her parent or guardian now would be required to maintain, and produce for inspection by State and local MEP staff, records documenting the percentage of time or income associated with their agricultural or fishing work.

Many commenters also suggested that the proposed language would place an unreasonable burden on local MEP staff, by requiring them to make subjective determinations of eligibility based on review of parents' income or occupational history records. Several commenters noted that these determinations would vary from place to place and from MEP staff member to staff member.

While the majority of commenters suggested eliminating the proposed language, several commenters suggested that the Secretary should clarify the proposed language and/or issue clear guidance on how to determine whether a migratory worker's agricultural or fishing work constitutes "a principal means of livelihood."

Discussion: The commenters have misinterpreted the scope and intent of the proposed language regarding what constitutes "a principal means of livelihood." As noted in the preamble to the NPRM, the Secretary proposed this language to better focus MEP services on children of persons with an actual, significant dependency on migratory agricultural or fishing work.

The Secretary never intended the proposed language to mean that agricultural or fishing activities had to constitute the principal means of livelihood for a worker. That is to say, this work need not be the only type of work performed by a worker during the year, nor the one which provides the largest portion of income or which employed the worker for a majority of time. Additionally, the Secretary never intended the proposed language to require a worker or his or her family to maintain, or an SEA or operating agency to review, written documentation on income or work history as a condition of determining the eligibility of children for the MEP.

With regard to the concern about the burden the proposed language might place on State and local MEP staff, the Secretary believes that it is necessary for SEAs and operating agencies receiving MEP funds to determine that children eligible for the MEP are those for whom temporary or seasonal employment in an agricultural or fishing activity constitutes an important part of their families' livelihood. However, this determination should be no more difficult than the determinations currently made by State and local MEP staff regarding the reasonableness of other eligibility information provided by a parent or guardian as to work activities and mobility. State and local officials responsible for determining MEP eligibility often rely on oral information from parents, guardians, as well as employers and others regarding a move to seek or obtain seasonal agricultural or fishing employment. State and local MEP staff currently use their best judgment regarding the accuracy of this information, especially in cases where agricultural or fishing work was sought but not found. The Secretary's interpretation of eligibility requirements under the MEP will continue to permit reliance on any credible source, without the need to secure written documentation from a parent or guardian. The Secretary only intends, with this new eligibility requirement, that State and local staff be reasonably assured that, in view of a family's circumstances, it is sensible to conclude that temporary or seasonal employment in an agricultural or fishing activity is one important way of providing a living for the worker and his or her family.

Changes: In order to clarify the meaning of the new language, the Secretary has revised the regulatory definition in § 200.40(f) of the regulations to clarify that the term "principal means of livelihood" as used in § 200.40 (c) and (e) of the regulations means that "temporary or seasonal employment in an agricultural or fishing activity plays an important part in providing a living for the worker and his or her family." The Secretary will issue guidance regarding how SEAs and their operating agencies may exercise flexibility in the ways in which they identify and recruit migratory children consistent with this regulatory requirement.

Comment: Thirty-four commenters noted that the "principal means of livelihood" language included in the proposed MEP regulatory definitions was not found in the statute. Seven commenters suggested that the inclusion of this language in the regulations would violate the Department's principles for regulating insofar as the proposed language was not absolutely necessary and/or contrary to the intent of the statute to give flexibility to States and local operating agencies in implementing the new statute.

Discussion: The Secretary believes that the proposed language regarding "principal means of livelihood" is a necessary addition to the longstanding definitions of "migratory agricultural worker" and "migratory fisher" and, therefore, conforms to the Department's regulatory principles. Because the existing definitions had been frozen by prior statutes, children have been identified and served as migratory children simply because they moved with or to join a parent or guardian who, though having another full-time occupation, indicated that he or she moved across a school district line to perform, however briefly, an agricultural or fishing activity. ESEA has removed this statutory freeze. Continuing to allow children to be served as migratory children on the basis of a purely technical application of the definition would perpetuate an injustice against those children whose lives are disrupted by moves made because their families are truly dependent, to a significant degree, on temporary or seasonal agricultural or fishing activities. In this way, the Secretary continues to believe that this change in the MEP definitions is absolutely necessary.

Changes: None.

Comment: None.

Discussion: In order to conform to the statutory language, the Secretary has revised the definition of a "migratory child" in § 200.40(d) by replacing the term, "has moved," in subsection (3) with the term, "migrates."

"PART B—EVEN START FAMILY LITERACY PROGRAMS

"SEC. 1201. STATEMENT OF PURPOSE.

"It is the purpose of this part to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as 'Even Start'. The program shall—

"(1) be implemented through cooperative projects that build on existing community resources to create a new range of services;

"(2) promote achievement of the National Education Goals; and

"(3) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student performance standards.

"SEC. 1202. PROGRAM AUTHORIZED.

"(a) RESERVATION FOR MIGRANT PROGRAMS, OUTLYING AREAS, AND INDIAN TRIBES—

"(1) IN GENERAL.—For each fiscal year, the Secretary shall reserve 5 percent of the amount appropriated under section 1002(b) for programs, under such terms and conditions as the Secretary shall establish, that are consistent with the purpose of this part, and according to their relative needs, for—

"(A) children of migratory workers;

"(B) the outlying areas; and

"(C) Indian tribes and tribal organizations.

"(2) SPECIAL RULE.—If the amount of funds made available under this subsection exceeds $4,600,000, the Secretary shall award a grant, on a competitive basis, of sufficient size and for a period of sufficient duration to demonstrate the effectiveness of a family literacy program in a prison that houses women and their preschool age children and that has the capability of developing a program of high quality.

"(b) RESERVATION FOR FEDERAL ACTIVITIES.—From amounts appropriated under section 1002(b), the Secretary may reserve not more than three percent of such amounts or the amount reserved to carry out the activities described in paragraphs (1) and (2) of subsection (a) for the fiscal year 1994, whichever is greater, for purposes of—

"(1) carrying out the evaluation required by section 1209; and

"(2) providing, through grants or contracts with eligible organizations, technical assistance, program improvement, and replication activities.

"(c) RESERVATION FOR GRANTS.—

"(1) GRANTS AUTHORIZED.—In any fiscal year in which the amount appropriated to carry out this part exceeds the amount appropriated to carry out this part for the preceding fiscal year, the Secretary may reserve such funds in excess of the amount appropriated for such preceding fiscal years as do not exceed

$1,000,000 to award grants, on a competitive basis, to States to enable such States to plan and implement, statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include funds available under the Adult Education Act, Head Start, Even Start, and the Family Support Act of 1998.

"(2) MATCHING REQUIREMENT.—The Secretary shall not make a grant to a State under paragraph (1) unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

"(d) STATE ALLOCATION.—

"(1) IN GENERAL.—From amounts appropriated under section 1002(b) and not reserved under subsections (a), (b), and (c), the Secretary shall make grants to States from allocations under paragraph (2).

"(2) ALLOCATIONS.—Except as provided in paragraph (3), from the total amount available for allocation to States in any fiscal year, each State shall be eligible to receive a grant under paragraph (1) in an amount that bears the same ratio to such total amount as the amount allocated under part A to that State bears to the total amount allocated under that section to all the States.

"(3) MINIMUM.—No State shall receive a grant under paragraph (1) in any fiscal year in an amount which is less than $250,000, or one-half of 1 percent of the amount appropriated under section 1002(b) and not reserved under subsections (a), (b), and (c) for such year, whichever is greater.

"(e) DEFINITIONS.—For the purpose of this part—

"(1) the term 'eligibility entity' means a partnership composed of both—

"(A) a local educational agency; and

"(B) a nonprofit community-based organization, a public agency other than a local educational agency, an institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality;

"(2) the term 'eligible organization' means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc.;

"(3) the terms 'Indian tribe' and 'tribal organization' have the meanings given such terms in section 4 of the Indian Self-Determination and Education Assistance Act; and

"(4) the term 'State' includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

"SEC. 1203. STATE PROGRAMS.

"(a) STATE LEVEL ACTIVITIES.—Each State that receives a grant under section 1202(d)(1) may use not more than 5 percent of the grant funds for the costs of—

"(1) administration; and

"(2) providing, through one or more subgrants or contracts, technical assistance for program improvement and replication, to eligible entities that receive subgrants under subsection (b).

"(b) SUBGRANTS FOR LOCAL PROGRAMS.—

"(1) IN GENERAL.—Each State shall use the grant funds received under section 1202(d)(1) and not reserved under subsection (a) to award subgrants to eligible entities to carry out Even Start programs.

"(2) MINIMUM.—No State shall award a subgrant under paragraph (1) in an amount less than $75,000, except that a State may award one subgrant in each fiscal year of sufficient size, scope, and quality to be effective in an amount less than $75,000 if, after awarding subgrants under paragraph (1) for such fiscal year in amounts of $75,000 or greater, less than $75,000 is available to the State to award such subgrants.

"SEC. 1204. USES OF FUNDS.

"(a) IN GENERAL.—In carrying out an Even Start program under this part, a recipient of funds under this part shall use such funds to pay the Federal share of the cost of providing family-centered education programs that involve parents and children, from birth through age seven, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

"(b) FEDERAL SHARE LIMITATION.—

"(1) IN GENERAL.—(A) Except as provided in paragraph (2), the Federal share under this part may not exceed—

"(i) 90 percent of the total cost of the program in the first year that such program receives assistance under this part or its predecessor authority;

"(ii) 80 percent in the second such year;

"(iii) 70 percent in the third such year;

"(iv) 60 percent in the fourth such year; and

"(v) 50 percent in any subsequent such year.

"(B) The remaining cost of a program assisted under this part may be provided in cash or in kind, fairly evaluated and may be obtained from any source, including other Federal funds under this Act.

"(2) WAIVER.—The State educational agency may waive, in whole or in part, the cost-sharing requirement described in paragraph (1) for an eligible entity if such entity—

"(A) demonstrates that such entity otherwise would not be able to participate in the program assisted under this part; and

"(B) negotiates an agreement with the State educational agency with respect to the amount of the remaining cost to which the waiver will be applicable.

"(3) PROHIBITION.—Federal funds provided under this part may not be used for the indirect costs of a program assisted

under this part, except that the Secretary may waive this paragraph if an eligible recipient of funds reserved under section 1202(a)(1)(C) demonstrates to the Secretary's satisfaction that such recipient otherwise would not be able to participate in the program assisted under this part.

"SEC. 1205. PROGRAM ELEMENTS.

"Each program assisted under this part shall—

"(1) include the identification and recruitment of families most in need of services provided under this part, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

"(2) include screening and preparation of parents, including teenage parents and children to enable such parents to participate fully in the activities and services provided under this part, including testing, referral to necessary counselling, other developmental and support services, and related services;

"(3) be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when such services are unavailable from other sources, necessary for participation in the activities assisted under this part, such as—

"(A) scheduling and locating of services to allow joint participation by parents and children;

"(B) child care for the period that parents are involved in the program provided under this part; and

"(C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this part;

"(4) include high-quality instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

"(5) include special training of staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this part;

"(6) provide and monitor integrated instructional services to participating parents and children through home-based programs;

"(7) operate on a year-round basis, including the provision of some program services, instructional or enrichment, during the summer months;

"(8) be coordinated with—

"(A) programs assisted under other parts of this title and this Act;

"(B) any relevant programs under the Adult Education Act, the Individuals with Disabilities Education Act, and the Job Training Partnership Act; and

"(C) the Head Start program, volunteer literacy programs, and other relevant programs;

"(9) ensure that the programs will serve those families most in need of the activities and services provided by this part; and

"(10) provide for an independent evaluation of the program.

"SEC. 1206. ELIGIBLE PARTICIPANTS.

"(a) IN GENERAL.—Except as provided in subsection (b), eligible participants in an Even Start program are—

"(1) a parent or parents—

"(A) who are eligible for participation in an adult basic education program under the Adult Education Act; or

"(B) who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this part; and

"(2) the child or children, from birth through age seven, of any individual described in paragraph (1).

"(b) ELIGIBILITY FOR CERTAIN OTHER PARTICIPANTS.—

"(1) IN GENERAL.—Family members of eligible participants described in subsection (a) may participate in activities and services provided under this part, when appropriate to serve the purpose of this part.

"(2) SPECIAL RULE.—Any family participating in a program assisted under this part that becomes ineligible for such participation as a result of one or more members of the family becoming ineligible for such participation may continue to participate in the program until all members of the family become ineligible for such participation, which—

"(A) in the case of a family in which ineligibility was due to the child or children of such family attaining the age of eight, shall be in two years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and

"(B) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of such family, shall be when all children in the family attain the age of eight.

"SEC. 1207. APPLICATIONS.

"(a) SUBMISSION.—To be eligible to receive a subgrant under this part, an eligible entity shall submit an application to the State educational agency in such form and containing or accompanied by such information as the State educational agency shall require.

"(b) REQUIRED DOCUMENTATION.—Each application shall include documentation, satisfactory to the State educational agency, that the eligibility entity has the qualified personnel needed—

"(1) to develop, administer, and implement an Even Start program under this part; and

"(2) to provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

"(c) PLAN.—

"(1) IN GENERAL.—Such application shall also include a plan of operation for the program which shall include—

"(A) a description of the program goals;

"(B) a description of the activities and services that will be provided under the program, including a description of

how the program will incorporate the program elements required by section 1205;

"(C) a description of the population to be served and an estimate of the number of participants to be served;

"(D) as appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought;

"(E) a statement of the methods that will be used—

"(i) to ensure that the programs will serve families most in need of the activities and services provided by this part;

(ii) to provide services under this part to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and

(iii) to encourage participants to remain in the program for a time sufficient to meet the program's purpose; and

"(F) a description of how the plan is integrated with other programs under this Act, the Goals 2000: Educate America Act, or other Acts, as appropriate, consistent with section 14306.

"(2) DURATION OF THE PLAN.—Each plan submitted under paragraph (1)(A) shall—

"(A) remain in effect for the duration of the eligible entity's participation under this part; and

"(B) be periodically reviewed and revised by the eligible entity as necessary.

"(d) CONSOLIDATED APPLICATION.—The plan described in subsection (c)(1)(F) may be submitted as part of a consolidated application under section 14302.

"SEC. 1208. AWARD OF SUBGRANTS.

"(a) SELECTION PROCESS.—

"(1) IN GENERAL.—The State educational agency shall establish a review panel in accordance with paragraph (3) that will approve applications that—

"(A) are most likely to be successful in—

"(i) meeting the purpose of this part; and

"(ii) effectively implementing the program elements required under section 1205;

"(B) demonstrate that the area to be served by such program has a high percentage or a large number of children and families who are in need of such services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in programs under part A;

"(C) provide services for at least a three-year age range, which may begin at birth;

"(D) demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;

"(E) include cost-effective budgets, given the scope of the application;

"(F) demonstrate the applicant's ability to provide the Federal share required by section 1204(b);

"(G) are representative of urban and rural regions of the State; and

"(H) show the greatest promise for providing models that may be adopted by other local educational agencies.

"(2) PRIORITY FOR SUBGRANTS.—The State educational agency shall give priority for subgrants under this subsection to applications that—

"(A) target services primarily to families described in paragraph (1)(B); or

"(B) are located in areas designated as empowerment zones or enterprise communities.

"(3) REVIEW PANEL.—A review panel shall consist of at least three members, including one early childhood professional, one adult education professional, and one or more of the following individuals:

"(A) A representative of a parent-child education organization.

"(B) A representative of a community-based literacy organization.

"(C) A member of a local board of education.

"(D) A representative of business and industry with a commitment to education.

"(E) An individual who has been involved in the implementation of programs under this title in the State.

"(b) DURATION.—

"(1) IN GENERAL.—Subgrants under this part may be awarded for a period not to exceed four years.

"(2) STARTUP PERIOD.—The State educational agency may provide subgrant funds to an eligible recipient, at such recipient's request, for a three- to six-month startup period during the first year of the four-year grant period, which may include staff recruitment and training, and the coordination of services, before requiring full implementation of the program.

"(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State educational agency shall review the progress being made toward meeting the objectives of the program after the conclusion of the startup period, if any.

"(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds if such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.

"(5) GRANT RENEWAL.—(A) An eligible entity that has previously received a subgrant under this part may reapply under

this part for additional subgrants. An eligible recipient may receive funds under this part for a period not to exceed eight years.

"(B) The Federal share of any subgrant renewed under subparagraph (A) shall not exceed 50 percent in any fiscal year.

"SEC. 1209. EVALUATION.

"From funds reserved under section 1202(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this part—

"(1) to determine the performance and effectiveness of programs assisted under this part; and

"(2) to identify effective Even Start program assisted under this part that can be duplicated and used in providing technical assistance to Federal, State, and local programs.

"SEC. 1210. CONSTRUCTION.

"Nothing in this part shall be construed to prohibit a recipient of funds under this part from serving students participating in Even Start simultaneously with students with similar educational needs, in the same educational settings when appropriate.

"PART C—EDUCATION OF MIGRATORY CHILDREN

"SEC. 1301. PROGRAM PURPOSE.

"It is the purpose of this part to assist States to—

"(1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;

"(2) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

"(3) ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet;

"(4) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and

"(5) ensure that migratory children benefit from State and local systemic reforms.

"SEC. 1302. PROGRAM AUTHORIZED.

"In order to carry out the purpose of this part, the Secretary shall make grants to State educational agencies, or combinations of such agencies, to establish or improve, directly or through local operating agencies, programs of education for migratory children in accordance with this part.

U.S.
DEPARTMENT
OF
EDUCATION